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THE AUSTRIAN  
EDUCATIONAL INSTITUTES

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# THE AUSTRIAN EDUCATIONAL INSTITUTES

by

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TO THE  
REPUBLIC OF AUSTRIA



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## THE TOWER

In Austria there is a modern school housed in an ancient citadel, first built to defend the land against Turkish invaders. One hundred and sixty years ago this fortress was shaken by an earthquake. Four great towers, resting on soil hallowed by the Crusaders, fell to the ground in ruins, filling the moat and courtyard with debris. A single tower has been rebuilt and forms a corner of the wall overlooking the town.

Twelve years ago the Austrian empire was shattered in a world catastrophe. Old institutions crumbled; folkways and traditions wavered. Out of the wreckage of a nation have come new schools—new ideals for the youth of the land and renewed hope for posterity.

Daily the boys in one of these schools glance up at the single tower that overlooks the courtyard. Their school has come to be known as Die Schule am Turm. They have chosen "The Tower" as the name of their journal.

Its solid strength and upward reach are symbolic of the work of restoration the Educational Institutes have undertaken for the nation. Pupils and teachers alike feel that they have a part in the up-building of the Austrian republic. For more than a decade these schools have stood as champions of democracy and the new education.

"The Tower" was selected as a cover design for the first book about the B. E. A., written in 1924 by the leaders and teachers themselves. They are kind enough to permit the use of the same symbol on this, the first book describing their schools in detail to English and American readers.

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*Pelohouček*

## ACKNOWLEDGEMENTS

During the spring of 1926, the winter of 1926-27, and the summer of 1930, it was my privilege to spend five months studying the Austrian Educational Institutes, the B. E. A. for boys and girls. Over a longer period I had the opportunity of visiting kindred schools in other countries of western and central Europe.

With pleasure and gratitude I wish to acknowledge my indebtedness to those who made this study possible:

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The Author.



Linocut.



## PREFACE

"The education of youth is the most important foundation for the true happiness of nations."

Austrian School Regulations of 1774.<sup>1</sup>

Wherever one goes in Europe these days to study educational movements as represented by new, modern, experimental or reformed schools, some one is sure to ask, "Have you been in Austria since the war? There they have really accomplished something in the way of educational reform, not only in the elementary schools of Vienna, but even in the secondary schools of the state. The B. E. A. especially, the new federal boarding schools, are equalizing educational opportunities for the able children of the republic. Those schools are developing progressive practices on a scale that commands attention."

After repeatedly hearing the B. E. A. so heralded it is with high expectations that a visitor goes into Austria. He learns that B. E. A. stands for *Bundeserziehungsanstalt*, literally translated as Federal Educational Institute, but this official name is so cumbersome that it is avoided in the schools themselves and only the three letters, B. E. A. are commonly used.

He finds that the history of these schools is closely bound up with the fate of the national school reform. Since the reform of elementary and secondary education in Austria after the war was precipitated by the revolution and the establishment of a republic, it was inevitable that the progress of the school reform should be conditioned by the ebb and flow of power between radical and conservative political groups. The successive stages of reorganization, radicalism and partial reaction parallel governmental crises and changing political tendencies that affected all the Austrian schools. In every nation, state and school are closely linked and similarly affected by shifting social forces. The relationship is particularly close in a country like Austria, where secondary school administration and supervision are centralized in the National Ministry of Education in Vienna.

It is important for the visitor or reader to realize that the Austrian Educational Institutes have passed through three distinct periods of development in the single decade of their existence and are now in the critical stage which will determine their future status.

During the first years of chaos, uncertainty and material want, a reorganization was consummated, which transformed six military academies into boarding schools for gifted and needy Austrian children.

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<sup>1</sup> Festschrift der B. E. A. Wien III, 1929.

The next period was one of social idealism, experimentation with curricula and methods, and improvement of material conditions within these schools.

Then came a time of political conflict and educational compromise reflected in the school laws of August 1927. After three years one can see clearly the two-fold results. On the one hand, conservative tendencies in the legalized courses of study have caused the abandonment of some promising curricular experiments for the present. On the other hand, the school reform has been stabilized on middle ground between the conservatism of the empire and the experimentalism of the revolutionary period.

Thus the B. E. A. are freed from the overwhelming strain of constant experimentation in many fields and they may now devote themselves calmly to their special problems as boarding schools for able and needy pupils.

The three phases in the history of the Austrian Educational Institutes are reflected in this book, but with unequal emphasis, because the idealistic, experimental tendencies in the second period made a deep impression on the writer, who believes they are of enduring value to the Austrian schools and that they have general educational significance.

Some characteristics of the B. E. A. may be clearer to American readers, if they will imagine a public school offering courses from fifth grade through high school, combined with a good camp featuring crafts, practical labor and sports. The similarity to a camp is marked in the physical exercises and social life, in the simplicity of living conditions and dress, and in the close personal relationship of pupils and councillors.

Facts in the following chapters give only the structural outline for a picture of the B. E. A., which should be colorful and vibrant to express the unique qualities of these schools adequately. In the hope that the reader may catch a truer reflection of the B. E. A. atmosphere many illustrations are included and a few articles are quoted at length, because the teachers and pupils write about their experiences with such vigor and sincerity, that any secondary report seems pallid and unconvincing. They have known what it is to live and work in fiery zeal for ideal goals. We are only privileged to catch a glimpse of a few of the outcomes.

During three visits made by the writer, pupils and teachers alike said repeatedly, "You cannot hope to understand the B. E. A. No one can feel the spirit of our schools, who simply comes into the classes for a few hours or a few days. You must LIVE with us, sharing our work and our festivals, if you really want to know what it all means."

And so it was that every successive week, each new glimpse of the inner life of family groups and of the pupils' activities in the six schools at different seasons, added or modified something in the impressions which are here brought together to give a picture of the whole experiment. Much is lacking and certain intangibles had to be apprehended intuitively rather than by crass inquiries, so that this presentation is far from being complete and accurate, but it is hoped that the essential qualities of the B. E. A. are faithfully portrayed.

Mödling—Vienna, August 1930.

Beryl Parker.

## CHAPTER I.

# A UTOPIAN VENTURE

In every age poets and philosophers have dreamed of the ideal state, where men would dwell together in brotherly love, sharing daily toil, esthetic pleasures, and intellectual interests. Plato and Bacon, Goethe and Morris, and many other dreamers have pictured ideal communities. Always they gave an important place in their fanciful plans to schemes for the education of the young. Utopians expect youth to carry forward their ideals, just as citizens of real countries depend on youth to transmit their culture. The chain of the generations moves on interminably. "As in the ancient torch race, which seemed to Lucretius the symbol of all life, we press forward torch in hand along the course. Soon from behind comes the runner who will outpace us. All our skill lies in giving into his hand the living torch, bright and unflickering, as we ourselves disappear into the darkness."<sup>1</sup>

Utopians have often been seers who believed in the innate fertility of man's nature and who defended his right to develop according to his own instincts in an atmosphere of freedom. More than one philosopher has had a vision of a school community apart from the adult world in an ideal setting, where childhood and youth might be guarded from contamination with the warped ideals and perverted habits of grown-up people. Wise men with the souls of artists and the skill of masters were to be selected as the companions and tutors of youth. Labor and games, music and art were the subjects most favored for the education of the young. Truth and beauty and brotherly love were to be the guiding stars, chosen to point a way to the high goals set. The utopian ideal of a Community of Youth has engaged the thought and effort of educators down through the centuries. Now Austria has seized the opportunity of post-war reconstruction and actually set about to reorganize certain schools on the idealistic pattern of school communities.

The arts of war have given place to the arts of peace in the military academies that once belonged to the Austrian empire. The same buildings now house unique schools for the education of gifted boys and girls, who are destined to play an important part in the new republic. On the parade grounds where cadets drilled in pre-war days, youths today enjoy team sports. The rifle ranges have been turned into ploughed fields where sun-browned lads till the soil that produces food for their own nourishment. Powder magazines have been converted into carpentry shops, and the stalls that once housed horses for the cavalry and artillery now ring to the clang of the anvil and the roar of the forge.

Pupils in the new institutions enjoy rich and varied experiences during the swiftly passing years of their school life. Each of the B. E. A. seeks to become a world in miniature—a place where everything will be centered

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<sup>1</sup> Havelock Ellis — The New Spirit — Foreword.





Workmen at Dawn.

Woodcut.

on the needs of youth and every person will give himself to a wide range of activities chosen to round out the daily program. Manual labor and physical prowess, mechanical skill and intellectual attainment, social power and artistic creation each have their recognized values. The great goal of the schools is the development of well-rounded human beings, able and willing to take up their share of Austria's burden.

Above the portal of one military academy stood this inscription, *Armis et litteris*. Today the ideals of these schools have expanded. The B.E.A. exist to serve land and folk by securing the highest development of the individual. They recognize the interdependence of society and individuals, whether in national groups or in world relationships. Only as the level of society is raised can individuals be free to achieve the growth that brings inner satisfaction. Only as the personality of the individual reaches fulfillment can society evolve better customs and institutions. Only as the varied gifts of different nations are allowed scope for development can each gain the internal calm and strength that will make them effective members of a world federation. The Austrian Educational Institutes have not misinterpreted the concept of freedom, for they clearly recognize both the responsibility of society to the individual and the responsibility of the individual to society. The first principle is basic in their policy as state institutions and the second is fundamental in their daily educational practice.



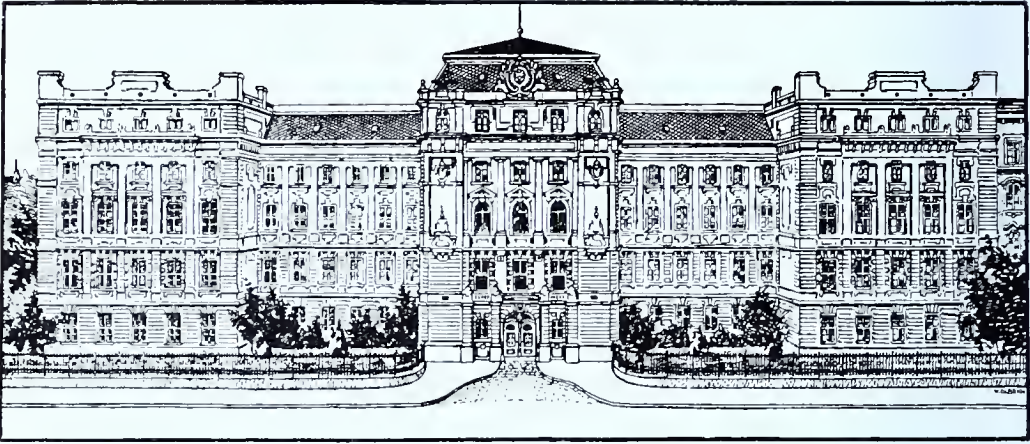
Clearing the Ground.

With all its utopian idealism, this undertaking is neither a private venture nor an experiment, but it is part of the national reform of education and its permanence is well secured by legislation. Rarely does a nation break the fetters of educational tradition at one stroke, yet the Austrian ministry of education took such a bold step in 1919 by establishing schools to provide unusual educational opportunities, so that all children might advance as far as they were able. After the 1918 revolution, the secondary schools attracted a larger percentage of pupils than before by increasing the number of scholarships. Still there were hundreds of Austrian children who were too far away from the towns or too poor to take advantage of the tuition grants. For them the B. E. A. were created with but one restriction on admission. Only gifted children could enter the Federal Boarding Schools. Ability became the criterion of selection, because the special task of the B. E. A. was to be the education of leaders, who could serve their wrecked country well in a time of dire need.

Austria was a bankrupt nation at the close of the war. With her territory reduced from 260,000 to 32,000 square miles and her population diminished from 51,000,000 to 6,000,000 the country faced a hard struggle for existence. Her industries were paralyzed and her revenues depleted. A starving populace had to be fed chiefly by relief organizations and government funds. One hope for recovery was to make the human power of the nation productive.

Into the new schools came boys and girls from remote mountain villages and from crowded city tenements. Many of them were under-





The Boerhave School for Girls.

nourished and ill-clad. Their experiences had already made them sensitive to the need of Austria. They were aware of the wave of hope that was lifting the lower classes and they came to the B. E. A. with a genuine zeal for knowledge and skill. They found many excellent teachers, men and women who had suffered the bitterness of defeat and yet dared to believe that a new day was breaking over their suffering land. With all the force that was in them they consecrated themselves to the task of fostering the life that was springing up in their school communities. These teachers believed all the more passionately in the rights of youth and its promise of growth, because the hard fate of a conquered nation had blighted their own lives at the very prime. They were determined that the boys and girls in their schools should know at least a few years of joy and hope and beauty, even though they might have to face a world of adversity later. The teachers tried to nurture every spark of genius which appeared in the groups of children gathered from all over Austria. Night and day some of them remained with their pupils, joining in work and play and bringing a semblance of family life into the school. They gave themselves to the labor of education in a fervor of patriotic devotion that few teachers have had the great fortune to experience.



Shop for Metal Work.

No wonder the schools these men and women created are unique in concept and remarkable in atmosphere! They faced harder problems and set higher goals than most educators dare to risk, even when conditions



Decorating the School Home.

are in their favor. But workers in the B. E. A. knew from the outset that fortune was against them and they would have untold difficulties to overcome. Enmity and adversity were present at every turn to jeer at their puny efforts. At times they seemed to be madmen trying to make an impossible dream come true by sheer force of will and labor. Lacking money, fuel, clothing, food, books, building materials and all the necessities of life, they had yet undertaken to found ideal schools. Facing the stark realities of recent national disaster and of continual uncertainty in political and economic affairs, they had to admit that only a miracle could bring to pass their dream of establishing Communities of Youth. Yet that feat is being achieved and the story of its progress is one of the amazing chronicles of modern education.

Twelve years of untiring labor have wrought many changes in the B. E. A. Restoration of these institutions has been largely the work of the pupils and teachers, who have toiled bare-handed at many rough tasks. Parks, fields and gardens have been cleared of debris and well cultivated. Roadways and walks have been restored. Swimming pools have been cleaned and rebuilt. Buildings that were crumbling and insanitary have been restored to dignity and cleanliness. Small structures have been erected to meet the growing need for group cottages. Interiors have been remodelled and adapted to progressive school purposes. Modern heating, lighting and cooking equipment has been installed. The pupils have repaired and built many pieces of furniture for their rooms. They have constructed apparatus for the laboratories and equipment for the work shops. In the libraries are to be found dozens of books bound by the students. The walls of many rooms are decorated with mural paintings designed and executed by the boys and girls. The art work of all classes presents an interesting exhibit in the corridors of every school and in the Ministry of Education in Vienna.



Remarkable as the physical transformation of these schools has been, that is less than half the story of their reconstruction. The soul of the new schools is expressed in a phrase often heard on the lips of the teachers. "We believe in a school atmosphere of freedom, love and trust. We are through with militarism and school control that depends chiefly on authority, obedience and fear." External discipline and regimentation have given way to a regime that values intrinsic control and individual development. The schools of the old empire had to train subjects, who would be loyal and submissive to their rulers. But the schools of a new democracy must educate citizens, who are intelligent willing, and capable of participating in the affairs of the state. The foundations of the new republic are no stronger than its citizenry. The Austrian B. E. A. have welcomed their opportunity for shaping the social ideals of this generation and those to come.

"In the same halls where Austrian youths once studied the most efficient methods of destroying their fellow men, boys and girls now learn to practice the peaceful arts and to seek social harmony within their own land and throughout the world."



Binding Library Books.



## CHAPTER II.

# THE AUSTRIAN SCHOOL REFORM

**T**he defeat of the Central Powers in the World War, subsequent political revolution and the establishment of a republic cleared the way for Austria to undertake a comprehensive school reform. A progressive program was inaugurated by the Socialists, or Social Democrats, at a time when the country as a whole was unusually receptive to change. "The liberal teachers, of whatever political opinion they might be, were in favor of a reform. These 'educator-reformers' supplied the professional impetus and the 'politician-reformers' the necessary power."<sup>2</sup>

From November 1918 until March 1919 the Social Democrats held control, not only of Vienna but of the national parliament. Then they began to lose the support of the provinces and had to form a coalition government with the Christian Socialists, a conservative party representing the interests of the church and the middle class. By this compromise the Social Democrats held their ground until October 1920, when the Christian Socialists took over the reins of national government and the radical Socialists had to content themselves with leadership in Vienna and a few other industrial centers. Since that time the Social Democrats have never regained a hold on the provinces, which are predominantly agricultural, faithful to the Catholic Church, and hostile to radicalism. More than half of Austria remains bourgeois in its attitude and supports either the Christian Socialists, the party of the right, or the German Nationalists, the party of the center. A fourth group, the Agrarian Party, has been formed to represent the special interests of rural groups.

During the five months that the Social Democrats stood at the helm, they enacted some epoch-making school laws with the aid of liberal educators from both the other parties. Education has always occupied an important place in the socialist platform. In Austria, as elsewhere, the Social Democrats stand for equality of educational opportunity, the separation of church and school, and the perpetuation of democratic ideals through school training. The socialist regime in Vienna has given concrete evidence of the value it places on education by making heavy tax levies to cover school budgets.

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<sup>2</sup> Siegl — The Austrian Elementary School Reform, ms. p. 55.

The elementary school reform has been led by Vienna, because elementary education is locally administered and the capital city has more money and more enthusiasm to support progressive measures than have the provinces. Secondary education is subsidized and directed by the Federal Ministry of Education, so that reforms on that level have been checked by national poverty, provincial skepticism toward new ideas, and the resistance of conservative professors both in the secondary schools and universities.

Soon after the founding of the republic, the Social Democrats established a School Reform Department in the Ministry of Education. They proposed to re-shape the national educational system in accordance with principles of democracy. Change was imperative, because the schools of the old empire did not entirely fit the needs of the new republic.

For half a century Austria had had the typical European school system, consisting of a free eight year elementary school and a parallel secondary school receiving pupils at ten years of age and preparing them for entrance into the university at eighteen. Only through this latter course could pupils attain to the social and pecuniary advantages of higher education. Furthermore, the rank and term of compulsory military service were determined by the type of school attended. Youths who had only completed the eight elementary grades had to serve as privates for three years. Those who graduated from secondary schools served only one year in the army and they might be made officers. To secure the benefits of secondary education and its attendant privileges, each pupil had to pay the moderate tuition fee or qualify for a scholarship. Since the fee was small it was possible for many parents to supply the tuition. Scholarship pupils were required to secure the mark "satisfactory". Their school books were loaned to them free of charge.

Two difficulties hindered many Austrian children from attending secondary schools. Often the parents wanted their boys and girls to remain at home and go to work after they had passed the compulsory school age of fourteen years. Frequently there was no Middle School near and the parents were unable to pay the cost of board and lodging in a larger town. Sometimes the parish priests helped capable pupils to gain the support of patrons, who bore the necessary living expenses during the Middle School course. In recent years both of these difficulties have decreased somewhat. With many people out of work it is undesirable for school children to seek employment. The extension of rail and bus lines has made it possible for an increasing number of pupils to travel daily from their village to a larger town and attend the Middle School there. Yet there are still hundreds of Austrian children far from a secondary school and it is the major purpose of the Federal Educational Institutes to reach this group.

In 1869 Austria had enacted an elementary school law, which ranked in Europe as the first and best organization of a national school system. The compulsory school age was from six to fourteen. Every child between the ages of six and ten years was required to attend the first four grades of the common school. The few exceptions to this rule were those allowed

## The Austrian School System under the Empire.

|                          |       | S c h o o l   T y p e s |                                  |  |  |             |
|--------------------------|-------|-------------------------|----------------------------------|--|--|-------------|
| Compulsory School Period | Class | Age                     |                                  |  |  |             |
|                          |       | 22                      |                                  |  | Universities<br>and<br>Technical<br>Institutes               |             |
|                          |       | 21                      |                                  |  |  |             |
|                          |       | 20                      |                                  |  |  |             |
|                          |       | 19                      |                                  |  |  |             |
|                          |       | 18                      |                                  |  |  |             |
|                          | 12    | 17                      | 2—4 yr.<br>Vocational<br>Schools |  | Secondary<br>Schools <sup>3</sup><br>or<br>Middle<br>Schools |             |
|                          | 11    | 16                      |                                  |  |  |             |
|                          | 10    | 15                      |                                  |  |  |             |
|                          | 9     | 14                      | Bürger-<br>schule                |  | Gymnasien  | Realschulen |
|                          | 8     | 13                      |                                  |  |  |             |
|                          | 7     | 12                      |                                  |  |  |             |
|                          | 6     | 11                      |                                  |  |  |             |
|                          | 5     | 10                      |                                  |  |  |             |
|                          | 4     | 9                       | Elementary Schools               |  |  |             |
|                          | 3     | 8                       |                                  |  |  |             |
|                          | 2     | 7                       |                                  |  |  |             |
| 1                        | 6     |                         |                                  |  |  |             |

<sup>3</sup> Secondary schools for girls are not included because none were entirely supported and controlled by the state at this time. Girls usually attended semi-private Realgymnasien, or Lyzeen with a shorter course, which also led to the university with certain restrictions.

for children in charge of a tutor or for nine year old pupils attending a semi-private class preparatory to entrance into the secondary school. Even boys and girls of noble birth were frequently educated in the lower elementary school. At ten years of age some pupils entered a Middle School, while the others remained in the elementary school until they became fourteen. Earlier, in 1849, the organization of the *Gymnasium*, a classical secondary school, and later that of the *Realschule* with practical, scientific courses had been planned and realized. Both of these secondary school types were officially recognized and supported by the empire, although no national law governing them was passed. At the beginning of the twentieth century two new types appeared, the *Realgymnasium*, which substituted a modern language for Greek, and the *Reformrealgymnasium*, which completed the *Realschule* by extending the course to the eight year standard, requiring four years of Latin, thus opening the way to the university and its technical divisions for students of science and mathematics.

In the history of the Austrian schools during the recent decades there has been recurrent evidence that reformers desired to preserve some unity in the lower classes of the secondary school, in order that pupils might change from one course to another up to the age of twelve years, and thus delay the choice of a vocation. Even before the war pedagogical reformers regarded premature specialization as hostile to individual freedom and the development of broad cultural interests.

The close of the war brought a re-alignment of social groups and purposes, which made itself felt in educational policies at once. In planning a unified, common school system, the reformers hoped to wipe out caste distinctions, to facilitate transfer from elementary to secondary schools, to focus attention on individual needs, to enrich school curricula, to modernize methods, and to make equality of educational opportunity a reality. These principles had their logical consequence in the 1919 reorganization of the national school system according to a scheme which was to open new avenues of connection between the various school departments at different levels.

Already the great mass of Austrian children were attending the first four grades of the elementary school and the reformers proposed to admit all capable ten year old pupils without examination to the Common Middle School where fees were low and many scholarships available. A few who showed evidence of superior ability and whose homes were poor or remote were to be recommended for admission to the B. E. A. and allowed to take the selective examination.

Further flexibility in the school system was to be secured by leaving open several possibilities of transfer at the close of the eighth year of school life when vocational schools, upper Middle Schools and the B. E. A. classes would be opened to pupils, from the Common Middle School according to their fitness for special types of work. At the close of the twelfth school year, when the secondary course was completed, the possibilities for study in higher institutions were expanded theoretically. But unfavorable circumstances have prevented much actual gain in this

## Reform Plan for the Austrian School System.

See appendix for Middle School courses.

| Compulsory School Period | Class | Age | School Types                       |                                       |                        |                            |                          |                                   |                                 |
|--------------------------|-------|-----|------------------------------------|---------------------------------------|------------------------|----------------------------|--------------------------|-----------------------------------|---------------------------------|
|                          |       | 22  | Adult Education                    | Universities and Technical Institutes |                        |                            |                          |                                   |                                 |
|                          |       | 21  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          |       | 20  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          |       | 19  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          |       | 18  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 12    | 17  |                                    | 2—4 yr. Vocational Schools            | Gymnasien <sup>5</sup> | Realgymnasien <sup>5</sup> | Realschulen <sup>6</sup> | Deutsche Oberschulen <sup>7</sup> | Frauen-Oberschulen <sup>8</sup> |
|                          | 11    | 16  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 10    | 15  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 9     | 14  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 8     | 13  | Common Middle Schools <sup>4</sup> |                                       |                        |                            |                          |                                   |                                 |
|                          | 7     | 12  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 6     | 11  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 5     | 10  |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 4     | 9   |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 3     | 8   | Elementary Schools                 |                                       |                        |                            |                          |                                   |                                 |
|                          | 2     | 7   |                                    |                                       |                        |                            |                          |                                   |                                 |
|                          | 1     | 6   |                                    |                                       |                        |                            |                          |                                   |                                 |

<sup>4</sup> Experimental type in the first four classes of the B. E. A., where it was called the Deutsche Mittelschule, because it delayed foreign language courses and emphasized German, thereby securing more uniformity in the lower classes of all types of Middle Schools.

<sup>5</sup> These two ancient and modern language types were combined in the boys' upper school at Breitensee B. E. A. and a similar experiment without Greek was tried in the girls' upper school in Boerhavegasse.

<sup>6</sup> Mathematics and science type in upper school at Wiener Neustadt.

<sup>7</sup> German language and culture type were tried in the boys' upper school at Traiskirchen B. E. A. and the girls' upper school in Hernals.

<sup>8</sup> This type for girls with special courses in domestic arts, child care and social welfare was never introduced in the B. E. A.



direction. The vocational schools are not supervised by the Ministry of Education, but are under the control of various departments of industry according to the courses they offer. Consequently it has been difficult to merge the interests of Middle Schools, vocational schools and universities.

No matter how carefully a school system is organized, the opportunities presented are of little account if economic conditions prevent children from enjoying the theoretical advantages in reality. The B. E. A. were planned to overcome the limitations of poverty and remote residence for the capable children of the whole country.

In 1919 the Ministry of Education through the Reform Department sought to fulfill this purpose by laying its hand upon six of the military academies. Here was an opportunity to give poor, but capable children a secondary education in School Communities embodying ideals centuries old and yet ever new, because never fully realized. The leaders saw a vision of Communities for Youth, where labor would flourish beside the arts and physical play balance scientific study. They pictured a world of common interests binding pupils and teachers in a patriotic comradeship that would prepare youth for service in national affairs. Before all, the Social Democrats rejoiced to open the doors of higher education to the ablest children of all the people, even those who were poor and of low degree. The flower of the land was to be spared the hard struggle for existence a few years and given educational advantages that a prince might envy. Plato had desired no more for the "future guardians" of his ideal state.

The B. E. A. were established for three purposes:

To provide secondary education for children, whose homes were so remote or so poor, that they would have little chance for attendance at higher schools.

To select boys and girls of superior ability, who might be expected to profit by the special facilities of the B. E. A., and become leaders in the new democratic nation.

To introduce experimentally and to recommend new curricula and methods for the benefit of secondary schools throughout the country.

In fulfillment of these aims, the B. E. A., were to render distinctive service. Special privilege in education is only justified when the ends served are those not touched by other schools, or the contribution made is available to all for the general improvement of school practice. Since they were aware of the points of weakness in the Austrian Middle Schools, and the lag of progress characteristic of any mass situation, it was a stroke of genius on the part of Glöckel and others to institute immediately new organization and practices in a small group of schools, where conditions could be controlled and favorable results assured during the period of national reconstruction, while the public mind and the school system as a whole were being prepared for the wider application of reform principles.

Special credit is due two men who worked indefatigably to establish the B. E. A. The skill of Scapinelli as a jurist was valuable in perfecting the organization of the schools, in drawing up regulations, and in securing legal sanctions. The vision of Belohoubek as an educator was effective in formulating instructional plans and in broadening social policies. Only

these two men have served as Central Directors of the Institutes, so that it has been possible to preserve continuity in the administration of the six schools during the twelve years of their existence.

The B. E. A. were affected along with other schools by fluctuating trends in the evolution of the reform. For nine years after the revolution of 1918 changes in school regulations were being made continually. The main outlines of the reform scheme remained clear, however, for the principles behind it had been in process of formation for a long time. The idea of a unified school system had existed since 1849. Dr. Möckel states that the "unrest of 1908" among Austrian Middle School teachers arose from their efforts to secure better selection of pupils and that the same period marked the rise of interest in psychology and individuality. The crisis in national affairs, which followed the close of the war, made possible many experiments in school organization, curriculum and methods, and there was a period of several years when great freedom and variety prevailed. Austrian schools did not pass through a state of chaos at any time, for the educational leaders seemed to have crystallized their plans for a practical reform at the same moment that the opportunity for action came.

The elementary school was the first to formulate its principles and embody them in official regulations. After an experimental trial period of four years, the elementary teachers reported satisfaction with the new curriculum outline and with the activity method. But a controversy over the details of religious instruction held up a final agreement until September 1926.

Secondary school reorganization finally took form and received the sanction of Parliament in August 1927. For the first time in the history of the Austrian Middle Schools, the regulations governing them acquired the force of national law. The various types of schools were defined and their relations to one another specified in a bill passed shortly after the July outbreak, which cost the lives of about eighty persons and culminated in the partial destruction of the Palace of Justice by fire. This uprising of radical elements seems to be partly responsible for the fact that Parliament accepted a somewhat conservative school program which had been outlined previously in spite of the opposition of many Social Democrats. All school laws must receive a two thirds majority and this measure was thus enacted as a compromise between the Christian Socialists and the Social Democrats with the agreement of the German Nationalists and Agrarian Party. The shifting of political power from left to right is indicated by the discontinuance of certain experiments and the preservation of educational traditions that had been endangered. The strong personality of the Minister of Education, Richard Schmitz, had much to do with this balancing of political—educational forces and with the resultant compromise in school law.

The School Reform Department had been discontinued on January 1st, 1926 after seven years of work on reorganization and curricula. Probably some of the changes advocated by that group were too radical even for revolutionary times, but the forward impetus they gave to school affairs

during the crisis in 1919 is by no means lost, even though certain concessions had to be made in 1927.

One secondary school course of an experimental type has disappeared altogether. The *Deutsche Oberschule* had been inaugurated after the war as a school which would place more emphasis on native language and culture than on ancient or modern languages and foreign civilizations. In other words, this school sought to educate boys and girls for the present and future instead of fixing their attention continually on the past. It sought its instructional materials within the homeland and especially in the local environment, working outward over the bounds of city, state and nation to understanding of other lands and peoples. By reducing the number of hours customarily allotted to foreign languages, the German Upper School could devote more time to physical education, music, arts and crafts, field trips, and practical labor. The influence of this school was feared by the classicists and its standards were questioned by professors in the Middle Schools and universities. Even during the trial period, its curriculum tended to become that of the *Realgymnasium*, because parents and teachers advised pupils to take foreign language courses as electives.

Another significant change is the abandonment of the Common Middle School and *Deutsche Mittelschule* for pupils from ten to fourteen years of age, with the result that all secondary school types have regained their eight year courses. Thus Latin is begun in the second class of the *Gymnasium* and *Realgymnasium*. Form A, or a modern language in the second class of the *Realschule* and *Realgymnasium*, Forms B and C, so that the choice of a school course and the corresponding decision as to a future vocation is now made earlier than under the reform plan, but later than in pre-war schools.

The three year Junior High School and the three year Senior High School are common in the United States. Austria has been experimenting with a similar plan, but the secondary school period there includes eight years, so that the division was made with four classes in the Common Middle School and four classes in the Upper Middle School with its specialized courses. Now this division has been abandoned and the secondary schools have returned to their full eight year courses. However, they still have many required subjects in common, because every pupil must take certain courses in German, history, geography, mathematics, religion, biology, chemistry, physics, philosophy, drawing, handwriting, shorthand, handicrafts, music, and physical education. The more important subjects are studied for years in succession and not merely for a semester or two. Such continuity partially accounts for the high academic standards of European secondary schools.

A third change made in 1927 is the inauguration of the four class *Hauptschule*. This is an upper elementary school, which serves both as an expansion of the old three class *Bürgerschule* and as a partial compensation for the loss of the Common Middle School. Since the *Hauptschule* is part of the compulsory school system it receives pupils from the fourth class of the elementary school without an examination. Each class



## Present Organization of the Austrian School System Law of 1927.

See appendix for Middle School courses.

|                          |  | Class | Age | School Types               |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|--------------------------|--|-------|-----|----------------------------|--|------------------------|--|---------------------------------------|--|-----------------------------------|--|---------------------------|--|---------------------------------|--|
| Compulsory School Period |  |       | 22  | Adult Education            |  | Arbeiter-Mittelschulen |  | Universities and Technical Institutes |  |                                   |  |                           |  |                                 |  |
|                          |  |       | 21  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  |       | 20  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  |       | 19  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  |       | 18  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 12    | 17  | 2-4 yr. Vocational Schools |  |                        |  | Middle Schools                        |  | Aufbauschulen                     |  |                           |  |                                 |  |
|                          |  | 11    | 16  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 10    | 15  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 9     | 14  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 8     | 13  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 7     | 12  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 6     | 11  | Elementary Schools         |  | Hauptschulen           |  | Gymnasien <sup>9</sup>                |  | Realgymnasien A-B-C <sup>10</sup> |  | Realschulen <sup>11</sup> |  | Frauenoberschulen <sup>12</sup> |  |
|                          |  | 5     | 10  |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 4     | 9   |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 3     | 8   |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 2     | 7   |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |
|                          |  | 1     | 6   |                            |  |                        |  |                                       |  |                                   |  |                           |  |                                 |  |

<sup>9</sup> Present type in Breitensee.

<sup>10</sup> Type A in Traiskirchen and Liebenau; Type C with French in Boerhavegasse; Type C with English in Hernals.

<sup>11</sup> Present type in Wiener-Neustadt.

<sup>12</sup> Not introduced in either of the B. E. A. for girls.

has two sections, one for the abler and one for the slower pupils. Opportunity is given for the study of a foreign language from the second class on, so that it is possible for pupils receiving good marks to transfer to the Middle School and continue their work there in preparation for university entrance. Thus a road to higher education is kept open for all children, yet the standards of the secondary school are not endangered.

The *Hauptschule* opens the way to higher education for thousands of boys and girls in small towns and villages. Now they can remain at home until they are fourteen years of age without forfeiting their chance of entrance into the secondary school and university. There is still a question as to whether any considerable number of *Hauptschule* pupils will be well enough prepared to go forward and whether the parents will be eager and able to help them pursue upper school courses.

The second function of the *Hauptschule* is to provide a good practical education for pupils who will enter vocational classes or go to work at the close of the eighth year of school life. Some parents consider this quantum of education sufficient and many do not feel equal to the struggle of supporting their children longer, especially in a time when higher education is no guaranty of a better position or higher pay.

The last four classes of the *Volksschule* or Elementary School are distinguished from the *Hauptschule* by the lack of any foreign language course. The *Hauptschule* is being established in towns and cities, but half of the children of school age in Austria live in the mountains, where the population is so scattered that it is only possible to have rural schools with one or two classes divided into groups according to the age of the pupils.

AUSTRIAN SCHOOLS AND ENROLLMENTS.<sup>13</sup>

Autumn 1928.

|   |       |
|---|-------|
| Public Elementary Schools . . . . .                 | 4451  |
| Private Elementary Schools . . . . .                | 251   |
|   | <hr/> |
|   | 4702  |
| Public <i>Bürgerschulen</i> <sup>14</sup> . . . . . | 466   |
| Private <i>Bürgerschulen</i> . . . . .              | 101   |
|   | <hr/> |
|   | 567   |

School year 1927—1928.

Pupils enrolled in Elementary and *Bürgerschulen*

|                 |         |
|-----------------|---------|
| Boys . . . . .  | 354,333 |
| Girls . . . . . | 356,064 |

Total number of elementary school pupils . . . . . 710,397

<sup>13</sup> Möckel — Der Aufbau des österr. Schulwesens — p. 27.

<sup>14</sup> The word, *Hauptschule*, is not yet commonly used, nor are all *Bürgerschulen* raised to the four year level.

## Middle Schools in 1927—1928.

|                               |           |
|-------------------------------|-----------|
| Gymnasien . . . . .           | 52        |
| Realgymnasien . . . . .       | 63        |
| Reformrealgymnasien . . . . . | 23        |
| Realschulen . . . . .         | 43        |
| Frauenoberschulen . . . . .   | 6         |
| Experimental Types . . . . .  | 27        |
|                               | <hr/> 214 |

## Pupils enrolled in Middle Schools

|                 |        |
|-----------------|--------|
| Boys . . . . .  | 36,316 |
| Girls . . . . . | 13,525 |

Total number of secondary school pupils . . . . . 49,841  
(including 2000 pupils in B. E. A.).

About 28,000 students<sup>15</sup> are enrolled in the seventy Vocational Schools, many of them justly famous for their equipment, instruction and for the technical achievements of the teachers. In addition there are two new and experimental types of upper schools expressly designed to meet the needs of pupils from the rural districts or other labor groups. One *Aufbauschule* has been established to receive pupils, who have completed the elementary school either in a *Hauptschule* or a *Volkschule*. It offers them a five year secondary school course, including either ancient or modern languages, thus insuring them entrance to the university if they are successful in passing the maturity examination.

Two Workers' Middle Schools, *Arbeitermittelschulen*, offer evening courses to laborers, who have completed the elementary school and have served their apprenticeship or are eighteen years of age. After eight semesters, these mature students may qualify for further study at the university.

The state secondary schools for girls are usually of two types. The most common form is the *Realgymnasium* Type C where a modern language is begun in the second class and Latin in the fifth class. The special type of secondary school for girls is the *Frauenoberschule*. Its purpose is to offer them a general education with certain possibilities for further study in the university and at the same time to provide special courses fitting girls for their future work as mothers, housewives and social workers.<sup>16</sup>

The new laws are the result of long debates in professional circles and the public press, which have ended in compromise. The conservative group wished to maintain the high standard of the Middle Schools by upholding the classical tradition, limiting changes in organization, curriculum and method, and restricting both the admission and transfer of pupils.

<sup>15</sup> V. E., aml. Teil, 15. Juni 1927, St. V.

<sup>16</sup> For much of the material in the preceding pages the writer is deeply indebted to Dr. Robert Möckel, whose pamphlet *Der Aufbau des österreichischen Schulwesens* gives a clear and condensed account of the reorganization of the national school system.



Dance of Death. Woodcut.

The liberals sought to break down caste barriers, to modernize the school program and practices, and to make the system more flexible to individual needs by unifying the organization. The outcome of the controversy may be a step backward from the viewpoint of radical educators, but it does preserve the new opportunities in secondary education, which democracy has opened to children of all social classes at the point of transfer from the fourth group of the elementary school to the Middle School. Above that point, the conservatives are partial victors, for they have made it more difficult for pupils of fourteen years to transfer from one course to

another and they have restricted the working of several progressive tendencies which seemed to them extreme and which had already begun to modify the matter and method of instruction. An advance once made, however, is seldom completely lost, and in this instance there is much evidence in current school practice that some innovations are generally accepted by teachers, pupils and parents. Many of these are clearly reflected in B.E.A. policies new. Secondary education in Germany and Austria had long maintained a high intellectual standard to the serious neglect of all-round development. The task of making scholars often interfered with the interests and welfare of youth. The Austrian B.E.A. strike directly at this defect by giving a prominent place in their scheme for a liberal education to music, art, crafts, labor, sports, health and social living. Their aim is education in the broadest sense of this much-defined word: environment that corresponds to the needs of youth at every stage; rich and varied experiences; responsibility and self-determination within the limits set by common group requirements; development of powers that will enrich the individual's life by making him an appreciative recipient of, and perhaps a contributor to the world's culture. The B.E.A. conception of education is so inclusive, that no detail of life is unworthy of consideration in its effect on the growth of their pupils. Food, sleep, clothing, amusement, skill, behavior, knowledge—in short, all needs, habits, emotions and activities are incorporated in the educational program of these institutions, not on a dead level of equality, but each respected for its particular service in the building of ability and character.

The B.E.A. constantly make a distinction between education and instruction. They use education to emphasize the general growth, which comes through learning, recreation, physical development, esthetic enjoyment and expression, practical labor, social participation and incidental experiences of all sorts. They include under instruction all matters connected definitely with the prescribed school subjects, the



required class periods and the official examination standards. This distinction between education and instruction is reflected in the titles of the faculty members. Teachers, who supervise and share the pupils' home life are called Educators. Those, who take charge of class lessons only, are called instructors. But there is no distinction in rank, and many teachers act in both capacities. One of the major purposes of the B. E. A. is to overcome the dualism suggested in these definitions. Such terms as *Lehrer-erzieher* and *Erziehungsschule* indicate the desire to have the teachers active in a broader educational sense and to make the school a place for the development of personality as well as an institution for dissemination of knowledge and training in techniques. At the same time the B. E. A. leaders are aware of the educational values inherent in the subjects of instruction, but they regard these values as relative to the quality of material selected and the method by which the pupil makes it his own possession. This tendency to widen the responsibility of educators has its American parallel in the movements for the cultivation of desirable attitudes and for emphasis on some type of character education. The Austrian Middle School law of 1927 lays particular stress on social, civic and moral education.

In the B. E. A. harmony of purpose and community feeling are sought by levelling the walls between Educator and instructor, scientist and laborer, teacher and pupil, director and staff. When *Bundeserziehungsanstalt* is literally translated as Federal Educational Institution, the name remains ponderous and misleading, for the schools thus labelled are not institutional in the usual invidious sense. Rather do they seek to break down the barriers of routine and officialdom, which are too often associated with life in large institutions. They aim to cultivate the human values inherent in group and family life, to free the pupils from artificial restraints, that they may live happily and normally among their fellows and leaders. As pioneer schools in a new democracy, the B. E. A. uphold the double standard of personal freedom and social responsibility.

The emphasis placed upon social spirit, health, sports, labor and native culture by the B. E. A. is not an artificial or chance tendency, for strong interest in these matters is evident in many circles outside the schools. Both Germany and Austria are rebuilding their national structures on the solid foundation of principles rooted in the soil. Industry, simplicity and fidelity to folkways are idealized characteristics of the native peasantry. The school reformers seek to revive these virtues and combine them with the knowledge of hygiene, technology and social organization contributed by modern science.



Linolcut.

Comrades.

Therefore, the B. E. A. have a special meaning for Austria. Today the country feels herself narrowed in territory, impoverished in resources and divided by political strife. She must put forth unusual effort in order to preserve past traditions of culture at the same time that sound progress is being made toward new goals. The determined battle these schools have waged in order to conserve the potentialities of youth is a real contribution to the restoration of national confidence and vigor. The need was great and the opportunity promptly seized. Gradually the leaders have made discoveries and utilized possibilities in a way that merits the attention of people concerned with the future of society. For the B. E. A. overleap the bounds of educational experiment in the narrower sense, and represent a sociological project of deep meaning.



Cardboard Print.

A Peasant Family.

## CHAPTER III.

# IN THE COURSE OF TWELVE YEARS

If the preliminary arrangements for the B. E. A. had been made with less completeness and vision, the whole project might have failed, for the early days of reconstruction were chaotic and disheartening. Dr. Belohoubek thus describes the conditions of that time:

"Among the many important problems which the directors had to solve, in cooperation with the Central Direction of the B. E. A., were the inventory and taking over of the valuable properties and personnel of the military institutes, the enrollment of pupils with a proper claim on the state, and the restoration of orderly conditions. The difficulties were very great, and it required hard work and sacrifice from all engaged, especially the directors, to attain the desired goals.

"Inventories were not at hand, or were incorrectly made. The officials responsible were no longer in service. Within certain institutions the furnishings and equipment of several former military academies had been collected in the last days before the collapse to save them from destruction. Part of the equipment and some of the pupils had been moved two or three times. Because of the serious lack of necessities in the winter of 1918/19, the temptations to misuse property were immeasurably increased. The new directors found chaos before them. Most of the pianos from one school had been 'loaned' to private persons in the town. Furnishings and even doors had been burned as fuel. Thousands of window panes were broken. From the beginning of the war the buildings had been neglected.

"Those members of the staff, who happened to remain, had assumed certain rights and privileges during the time of the Revolution. The division of authority between the military officials and the civil functionaries was not clearly defined, so that the best intentioned subordinates did not really know whose orders they should follow, while the more unreliable elements knew how to use this uncertainty to their own advantage. The staff of military times was much too large. Half of them had to be dismissed, since there was an appropriation of only four million Kronen for the Staatserziehungsanstalten.

"The status of the school enrollment was completely uncertain. In the beginning no one knew who had a right to attend the institutions. Foreigners, who had now become citizens of the newly created countries, had to be dismissed, which was all the harder, since their rights as natives of those countries and prospective citizens, had not yet been assured and, in dozens of cases, were under litigation and doubt.

"A great number of the pupils were morally shattered as a result of the war. Thievery was the order of the day. Auctions were held in coffee-houses, where weapons, tools, clothes and furnishings were traded or sold. Visits from undesirable strangers were common, and by them political agitation, or other harmful influences were carried into the institutions. Even disreputable women were repeatedly seized in the dormitories, and often the police had to be called.

"That was the quicksand upon which the solid structures of the Staatserziehungsanstalten were to be erected, where, according to the School and Home Regulations, 'the children shall be developed into men sound in body and soul, morally secure.' The spirit of moral courage and true humanization



was to lend these schools her standard, 'which leads on to responsible exercise of truthfulness, decision, self-control and altruism, to noble enthusiasm for everything great and beautiful.' It was a challenge from which even brave men might shrink, but it meant the possibility of lifting up the unfortunate, fallen Fatherland and of leading it on to a new and happy future."<sup>17</sup>

In the first weeks after the revolution the military academies were taken over as an attempt to secure the property against further depredations and to provide for teachers, cadets and soldier's daughters remaining in the institutions, some assurance of a stable regime. But wider plans for an idealistic school experiment were gradually evolved. A commission of officials and educators spent months in discussing the place of these schools in their plan for a national school reform. They examined many sources of criticism against traditional schools and aimed to modify educational practice in these new institutions with careful regard for objections raised against the old schools, and for suggestions given by "practical men of affairs, university scholars, parents troubled by the physical and moral effects of school life, and by youth itself, revolting against authority and resenting a narrow and burdensome school routine".

The law of January 1919 stated the three-fold purpose of these schools thus:

"The Austrian *Staatserziehungsanstalten* are public middle schools, intended for able and needy children of both sexes, especially for war orphans of native extraction. Their purpose is to insure these children support and nurture, education and instruction, to prepare them for higher cultural and technical study, or for immediate entrance into practical life; to strengthen them in the spirit of vigorous and joyous work; to fit them for hard labor, if necessary; to cultivate healthy simplicity and naturalness. The pupils are to be educated as human beings conscious of their duty and responsibility to folk and land.

"The furnishings and accommodations of these institutions shall be made suitable for the purposes of adult education, teacher training and the practical preparation of girls for their future work in the family and in social welfare organizations.

"These institutions should also provide a reliable basis for educational experiment and modification, ever sending out new suggestions into the field of Middle School affairs."<sup>18</sup>

The first months were full of change and uncertainty. Three schools, Breitensee, Traiskirchen and Wiener-Neustadt, were opened on January 1st, 1919 as state supported *Realschulen* with a total of 1500 pupils, all receiving scholarships. This step was taken by Raphael Pacher, the first secretary of education for the Austrian republic. Secondary school teachers, who had left the successor nations, Jugo-Slavia, Czecho-Slovakia, Hungary as well as part of Poland and Italy, when the empire was disrupted, were assigned to these schools as instructors. They faced the problem of gradually shifting from the military school program to Middle School courses. Supervision of the boarding departments remained in the hands of military officials, for the institutions were still under the control of the Army Department, and only matters of instruction were within the province of the school inspector for Lower Austria.

<sup>17</sup> Belohoubek — Die öst. B. E. A. — s. 9.

<sup>18</sup> Belohoubek — Die öst. B. E. A. — s. 7.





*Scapinelli*

Soon after Assistant State Secretary Glöckel took office in the Ministry of Education on March 15, 1919, he undertook a complete reformation of these schools. Scapinelli, with Belohoubek as his aide, was entrusted with the development of the scheme and was responsible for the organization plan. These men cooperated with the Reform Department which had been established in the Ministry. The section dealing with secondary education was headed first by Dr. Martinak, a professor in Graz University and later by Dr. Raschke. Under their able leadership a selected group of Middle School teachers went to work on the curricula. Negotiations for the other three schools had been carried on meanwhile. The Teachers' Council in Graz had suggested the inclusion of the military academy of Liebenau. Finally in September 1919 the six schools were established under the name of State Educational Institutes. From this period dates the gradual crystallization of ideas which give the B. E. A. their characteristic form today.

At this time there existed close cooperation between men of different types, because all were deeply concerned with the reconstruction of the

state and with ideals for the future of the populace. It is worthy of note that the leadership of the B. E. A. was placed in the hands of Scapinelli, a nobleman under the empire, a Catholic and a jurist, who devoted himself ardently to the new cause without renouncing his former fealty. It is also significant that Glöckel, the radical educational leader of the Social Democrats, was liberal enough to recognize Scapinelli's ability in spite of the fact that their social, political and religious views were divergent. Several men called into the Central Direction of the B. E. A. were former army officers and imperial officials, who gave their best efforts in service to these schools during the difficult years of reorganization.

It was the administrative group which acted quickly and decisively to establish the new type of school. But they did not proceed in the traditional, conservative manner of government bureaucrats, for they served under a new regime, which had overthrown traditions. These men did everything possible to secure immediate action, to avoid red tape entanglements, to simplify organization, to provide flexibility and freedom for individual pupils, teachers and institutions. Nor did they go the dangerous lengths of some revolutionary schools, which throw away all that is old and begin anew with nothing, a course which may easily lead to chaos. These officials picked up the remnants of imperial institutions and assumed responsibility for the destinies of teachers and pupils from the old regime. Even in the darkest days when the reality of a State was scarcely existent, her representatives, by their deeds, upheld faith in a Mother Country, which cares for the least of her children. Whether the idea of the State be myth or reality, it is a vital and beneficent force so long as the men who serve her, act for the common good of her people. In a spirit of devotion to the country's welfare, these schools were re-founded.

The leaders studied educational ventures of the past and they examined those of the present. Several of the directors and teachers visited the *Landerziehungsheim*<sup>19</sup>, Country Boarding Schools of an idealistic type, in Germany and Switzerland, where they remained for a week at a time to participate in the life of these "new" schools. Unblinded by war prejudices, they turned to lands but recently their enemies and considered impartially the adaptability of school types such as the French *lycée* and the English public school. Equally fair was their judgement of existing schools at home. They took what was good in these as a basic structure and arranged for gradual development. The B. E. A. were not to be cut off from the national educational system in order to attain unhampered such perfection as their special conditions might permit, but they were made a definite link in the chain, receiving their pupils from the common schools for all the people, and sending them back into the higher educational institutions of the State. Nor were the teachers to work with eyes turned inward on their own needs and selected groups, but one of their

<sup>19</sup> Alexander and Parker — New Education in the German Republic — Ch. XI. Lietz Country Home Schools — Ch. XII. Other Progressive Private Schools.

problems was to carry on educational research for all the higher schools of Austria. It was not enough for each B. E. A. to make its school community into a "Paradise of Youth". The directors felt that they should experiment and report results for the sake of bettering education throughout the land. They recognized the fact that they could not play with theories after the manner of "free" schools, for they were restricted by their official status and the demands of mass education.

From the beginning the leaders of the Institutes defined their policy clearly in detailed legal provisions governing school instruction and home life. They distinguished between the responsibilities of parents and school authorities; they provided for just allotment of financial aid; and they insured general dissemination of correct information on the purposes and regulations of the B. E. A. There has been no essential modification in the original plan for these schools since they were set up in 1919 with the assurance that they would be maintained for twelve years. They continue to publish annually a pamphlet containing full information about the B. E. A. for parents, teachers, pupils and the general public. Recently illustrations have been added to this manual, so that it begins to have the appearance of a private school catalogue.

For the execution of these regulations an organization has been developed, which has been able to handle routine problems and emergencies remarkably well, because the predominant principles followed have been unification, flexibility and simplicity. In place of using many official forms, requisitions and reports, the Central Direction of the B. E. A. has sought to expedite decision and action, to economize on secretarial service, and to secure closer contact with each school by encouraging the settlement of many questions by telephone or personal conference. This implies also an increase of mutual confidence, since the guaranty of the personal word is often substituted for written evidence. The annual reports from the various schools indicate what wide variations in administrative detail are considered permissible. One director remarked that the Central Direction would be dumbfounded if he sent in more than two pages. Another school prepares several typewritten copies of a lengthy descriptive and statistical report, and yet another has a complete report printed. There is little standardization in matters of administration, since each school head retains independent powers of considerable scope, and it is thought better to allow the director leeway than to require uniformity in mechanical details.

For the sake of economizing effort, securing prompt decision and action, and holding all interests in line toward the common goal, a three-fold administration was formed in the Central Direction of the B. E. A. and in each of the separate schools. This provides for specialization under three heads: business, instruction or school affairs, and education or home life. The national department of education appoints a ministerial councillor, at present Dr. Viktor Belohoubek, who stands at the head of this group of departments in the Central Direction of the B. E. A. and is assisted by officials representing the three special divisions. Similarly, each school has a triple organization, although the different functions may be united under the control of only one or two directors in the smaller schools.



whereas the larger schools may have two assistants to the chief director. The staff of each B. E. A. consists of a director, an assistant educational director, an assistant financial manager, the House Mother, E d u c a t o r s, instructors, nurses, office clerks, house servants, watchmen and laborers.

The Ministry of Education has granted an unusual degree of independence to the Central Direction of the B. E. A. in matters concerning these six schools, whether the question be one of grounds, buildings, food, discipline or instruction. The regular state and district school inspectors have no actual jurisdiction over the B. E. A., although they may be invited for inspection and consultation. There are, however, two official inspectors especially for the B. E. A., one for the boys' schools and another for the girls' schools. In addition, there are supervisors for particular groups of subjects, and these may be members of a B. E. A. faculty. Conferences of the several inspectors and directors serve to hold the six schools in close association, although it has not been possible to carry out the original plan for a succession of departmental meetings to bring staff members from all the schools into contact with their colleagues. A limited exchange of voluntary visits does take place.

Supervision of the schools and homes by the ministerial adviser at the head of the Central Direction is the most important means of sustaining the B. E. A. ideals of school work and home life. Dr. Belohoubek visits each school at least twice, and usually oftener during the year. He may reside in the institution for two days or a week, inspecting equipment, kitchen service, hospital facilities, and farm work, as well as attending classes and enjoying social activities. Because he enters each school with a sympathetic, even though critical attitude, he sees the life as it really is, and can engage in frank discussion with the directors, staff members, workmen and pupils.

In order that the purposes of the B. E. A. should be better understood and fairly represented in Parliament, the Minister of Education invited the National Committee on Education and Instruction of that body, to select a special committee consisting of one representative from each of the principal parties. This small group was kept well informed on all that took place within the B. E. A., and formerly did them good service in interpreting their aims to the larger official Committee on Education and to Parliament, and in securing material support for their work. Now these representatives serve on the commission granting scholarships.

The completeness of structural detail in the legal framework and organization of the B. E. A. commands respect and admiration, particularly when one finds that actual conditions and practice coincide almost exactly with the scheme outlined in the beginning. It is noteworthy that this well-balanced plan was evolved by men at work in the dark days after the war, when the world about them was half mad and the mere strain of living sapped energy and made any ideal seem a mirage.

Viewed from outside, the history of the schools after the period of reorganization seems uneventful. Belohoubek has succeeded Scapinelli as Central Director and is respected by pupils and colleagues, as was his predecessor. Some early changes in the school directorates occurred and

occasional dissensions have arisen, but on the whole the personnel has been fairly permanent and the original policies little altered.

Internally each school has passed through a constant series of struggles and developments, chiefly concerned with improvement of facilities and equipment, social organization and individual adjustment, with experiments on program, curriculum and methods of instruction. The two changes of location, made soon after reorganization took effect, were the removal of one boys' school from Boerhavegasse in the third district of Vienna, to Breitensee in the thirteenth district, in order to give a better place to one of the girls' schools, which had been unfavorably housed.

The one increase in scope is the raising of the boys' institution at Liebenau from a four class lower Middle School to an eight year Middle School with four classes and alternating courses.

The most serious crisis in B. E. A. affairs occurred during 1922—1923, when the League of Nations Commission took over the management of Austria's finances, in order to stabilize the currency and establish a sound basis for economic recovery and development. Economy was a necessary measure and restrictions were imposed upon the Ministry of Education along with all other departments of government. Already the B. E. A. had reduced the personnel of the institutions far below the standard of the military academies before the war. With the same funds formerly used by four military schools for one month, the Central Direction was maintaining six B. E. A. for one year. Between 1919 and 1925 they reduced the personnel of the six schools from 743 to 465. But they faced the problem of further retrenchment, rather than discontinue a single school or abandon the system of scholarships, which was one of the distinctive features of their undertaking.

Reduction of personnel had further consequences than economy. With the high rate of unemployment in Austria, it aroused opposition from labor groups and severe criticism against the schools because of their practice of letting the pupils perform various kinds of work. The remaining employees, too, were not well satisfied with such changes, for, even though they retained their jobs, there was an unavoidable increase in the amount of labor and responsibility for each person.

Even the B. E. A. bureau in the Ministry was affected. From the outset the Central Direction had been an independent group, responsible directly to the Minister of Education. In 1925 when it became necessary to reduce the office force, the instructional division of the B. E. A. was placed under the supervision of Dr. Josef Pohl, *Sektionschef* for all Austrian Middle Schools. This administrative expedient has not interfered essentially with the independent action of the Central Director of the B. E. A.

When financial and political storms had partially subsided, there arose a fresh danger to the B. E. A. in the form of resistance to the experimental school types which they represented and championed in the first eight years of their existence. This current of reaction proceeded from the universities and from the more conservative political parties. The strength of these groups forced a compromise, which is embodied in the Middle School law of 1927.



The B. E. A. have been forced to curtail the number of school periods formerly devoted to music, arts and crafts, physical education and labor, chiefly because the pupils are now required to spend more time on foreign languages. Subjects that had attained a recognized place on the daily schedule during the era of reform and experimentation are now relegated to a minor position as extra-curricular activities or home occupations. Since the Institutes are boarding schools they have an unusual opportunity to guide pupils in their free time. Conservative laws cannot alter the freer spirit that came into school life with the founding of the republic, nor can strict regulations altogether suppress the active pedagogical methods that are proving both practical and psychologically sound. In the course of twelve years the Austrian Educational Institutes have made a record of achievement that cannot be ignored even by conservative elements in the field of education.

These years have brought many hardships, but they have also been marked by steady development in each school. Material conditions have greatly improved. The morale of teachers and pupils has gradually risen to a level that is as near normal as can be expected in the present precarious state of the country. Instruction in these schools appears to be equal to the standards of pre-war days for the traditional subjects. Earlier achievements are certainly surpassed in the fields of art, music, athletics and social education. Within a short space of time, the B. E. A. have vindicated their right to existence and have established certain educational precedents, which are new to Austria and unique in the world.



Design for a Stamp.

## CHAPTER IV.

# THE EDUCATIONAL ENVIRONMENT

When an experimental school is founded there is often much preliminary discussion of the proper location and appropriate construction for the new institution. Architects attempt to create buildings that will express the educational spirit of the day. Their plans include many details that will serve to facilitate the special types of work to be developed. Equipment is selected to satisfy definite predictions of need, and furnishings are sought to enhance the general atmosphere. A new framework is made to fit the new school.

But the Austrian B. E. A. were inaugurated by a revolution that came overnight. There was no time to select desirable locations or construct suitable buildings, even if there had been money available for such refinements in educational experiment. Funds were woefully inadequate and anything which came to hand, had to serve the new purposes. What could have been more ill suited to the humanitarian aims of these new schools than the powder magazines and drill grounds of the old military academies? What could have been less suggestive of home atmosphere than the huge, bare dormitories and long, echoing corridors, where B. E. A. pupils began a new life in the school community? There was no chance of acquiring school plants better adapted to the educational program of the reformers. There was no hope of philanthropic aid in transforming property inherited from the fallen empire. Each school was thrown on its own resources and each set to work to create from the debris of the military academies a school environment that would be a positive force in the effort to reach new educational goals.

Since the surroundings and interior arrangements of the B. E. A. are somewhat different for each of the six institutions, they must be described separately. One school is found on the edge of a village, while another is near the center of a metropolis. Similar ideals and principles motivate the work of all the schools, but dissimilar conditions often lead them to follow different roads toward the same goal. Variation is not only permitted but encouraged, as it is believed that unity in a broad sense, and not uniformity, is to be sought, and that each school attains the finest development by adaptation to its special needs. It may seem that superfluous details are given here, but from the viewpoint of the people who work in the B. E. A., small things are never negligible. They consider the immediate environment very important. Their ideal is to have all pupils enjoy space and air and beauty, to look daily over the hills and plains, rather than on brick walls and crowded streets. Thus, they believe, youth will unconsciously develop love for nature and native land, a sense of beauty and fundamental values that will remain throughout life.

## B. E. A. Liebenau

Director Leo Walther.

Enrollment 156 boys.



The Liebenau School for Boys.

The B. E. A. Liebenau is located on the edge of a village of that name in Steiermark, adjacent to the provincial city of Graz (population 157,000), which is four hours south of Vienna. The school estate is part of a fertile plain formed by the river valley, which stretches away to the hills. The elevation and the proximity of forests and mountains give the school a healthful and beautiful setting.

The grounds were originally set aside as a royal hunting preserve, and the lodge with service quarters was erected. About 1870 the number of buildings was increased to accommodate an Academy of Infantry Cadets. This military school continued until the downfall of the monarchy and the organization of the B. E. A. During the spring and summer of 1919,

the plight of the school at Liebenau was particularly lamentable, because of delay in deciding whether it should remain a possession of the Army Department or be transferred to the Ministry of Education. For months after the school was in session, the Direction felt insecure and had no power to ask the withdrawal of military residents, nor to prevent the removal of equipment and furnishings. This indecision was due in part to an argument over the permanent location of this school. Eventually in the autumn of 1919, Liebenau was chosen, and the educational authorities were empowered to control the property.

Restoration of the buildings and grounds proceeded as funds were available. On its twenty acres the school has a large, level playing field, a well forested park, a young orchard and garden tracts. Teachers, pupils and workmen in joint labor have constructed hothouses, outdoor gymnastic apparatus and a swimming pool, securing funds for the latter on the real pretext of need for a water reserve as fire protection. The main building contains dining halls, kitchen, gymnasium, school rooms and living quarters for the pupils. The classes dine in a common hall, at long tables with white cloths, the House Mother and Educators presiding and the boys serving. A smaller dining room gives the remaining faculty members some quiet and privacy. The kitchens are conveniently located, spacious and well equipped.

As an internat for boys, the B. E. A. at Liebenau enjoys certain marked advantages. The rural environment gives an atmosphere of peace and



freedom, yet the proximity to Graz makes it possible occasionally for the staff and pupils to attend the theater, opera, concerts, and university lectures. With its small enrollment, the school also enjoys some relaxation of the rules that are found necessary in the larger institutions, and particularly those within the city.

According to the original plan, Liebenau was to have only a lower school, that is, boys from 10 to 14 years; then they were to be transferred to the higher classes of other B. E. A. This has been the practice for several years, but Liebenau masters and pupils alike dreaded the time of separation. Personal friendships and attachment to the institution become strong in the space of four years. Readjustment at fourteen adds to the difficulties of adolescence and complicates the problems of the upper groups in other schools to which these boys must go. To prevent this, Liebenau has begun a scheme of class reorganization, whereby they receive a new class only in alternate years, thus gaining the advantages of unbroken home life, varied ages and a complete Middle School course, while keeping to their limited enrollment. This expansion of the course of study has brought the need for increase of laboratory facilities and that is being promptly met.

### **B. E. A. Wiener Neustadt**

Director Ludwig Tesar.

Enrollment 344 boys.

The B. E. A. Wiener Neustadt is situated on the outskirts of a town of that name (population 35,000), one hour south of Vienna. The level plain is an old sea floor with poor gravelly soil, traversed by a stream and extending toward the Semmering Alps.

The history of the town goes back into the early middle ages. It has been a stronghold of Catholicism, boasts of the oldest church in the region, and at one time numbered ninety cloisters in its confines and environs. Part of the school buildings were erected a few centuries after the Crusades as a fortress for defense against Turkish invaders. The town was strongly fortified and a moat runs along one wall of the citadel, which is now

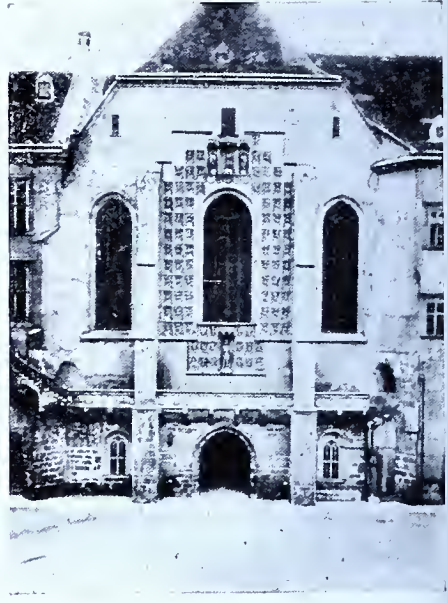


Woodcut.

Cathedral in Graz.



The Tower and Chapel



In the Courtyard.

B. E. A. Wiener Neustadt.

occupied by the school. Towers at the four corners were demolished by a severe earthquake in 1770 and only one has been rebuilt. In the time of the Empress Maria Theresa this was a favorite summer palace.

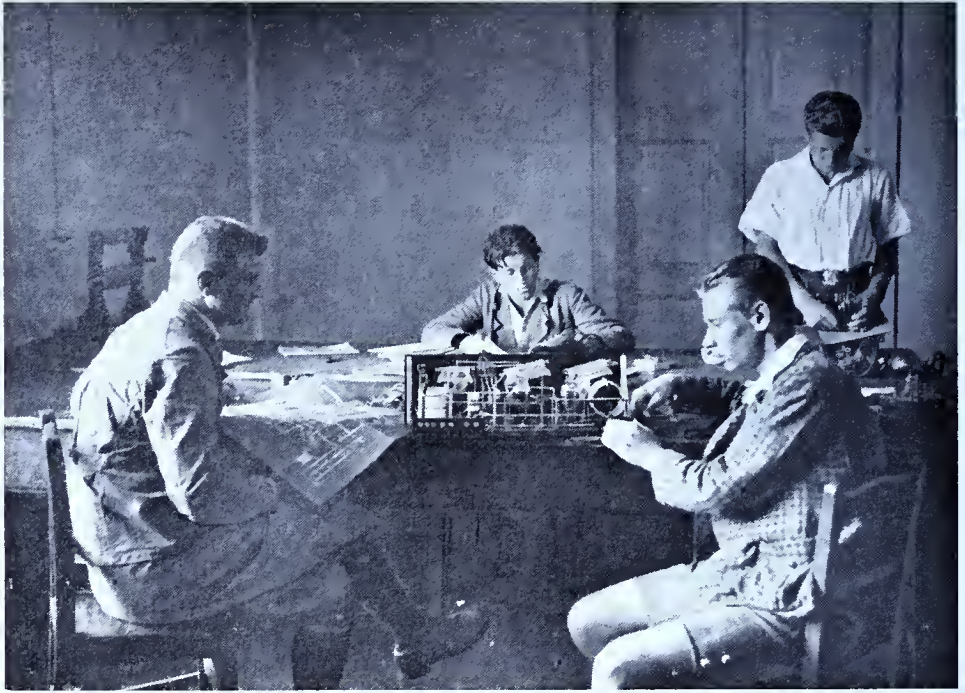
The Empress turned it into a military academy, which has had a long history and wide repute. Even today the B. E. A. cannot rest easy in their possession of these quarters, for the Army Departments look with covetous eyes on their lost property. Many apartments in the palace are still occupied by military officials, state employees and other persons having no connection with the institution, for the post-war shortage of houses has caused every available dwelling to be sought, and the rights of the renter are so well secured by law that the landlord is almost powerless to change or select his tenants. The Director of this school was for a time a member of the town council, not altogether disinterested in his efforts to further a municipal building program for small house-holders. There are obvious disadvantages in having miscellaneous residents under the same roof with a boarding school. Added to this, the beautiful park and promenade are shared with the townspeople. Ideal as this may seem as a means of keeping the pupils in touch with community life, it forces many restrictions on school activities and places additional regulations on the boys. Educators must be alert to watch the progress of chance friendships. The boys cannot race about in abbreviated swimming trunks, which are the approved sport costume. Doors must be locked and the porter vigilant, when passages are open to all the world. But in spite of these limitations, the B. E. A. at Wiener Neustadt rejoices in a setting that is rich in tradition and beauty—influences which the directors feel sink imperceptibly, but permanently, into the lives of the boys.



Crossing the wide square before the citadel, one looks up at a single square tower, the great bulk of the walls and the delicate spire of a chapel above the finely carved Gothic arch of the main portal. Through a vaulted passage underneath the church, one gains entrance to the courtyard, flanked on three sides by apartments of the old palace. The beautiful proportions of these facades are ornamented only by the double curves of free-springing stair-cases. On the fourth side is the main entrance, above which the courtyard wall of the chapel bears many coats of arms, carved in stone, and over these is a richly colored window. Directly opposite, another low passage leads out to the old parade ground and the park beyond with its great avenues of trees, stretches of meadow and woodland, cultivated fields, lake, stream, playground and outdoor classrooms. The estate comprises fifty acres, a considerable portion of this being devoted to a herd of forty cows and to fields and gardens, which produce much of the food for the school table. The boys have garden plots and help in the harvest, but carry on no regular work in the dairy.

The interior of the building is not particularly well adapted to the B. E. A.'s purposes. Huge school rooms serve for class work in the day and for study and recreation in the evening. The lower classes sleep in dormitory halls accomodating forty to fifty pupils, but the upper groups have the use of smaller rooms where only six or eight boys live together. Better sleeping quarters for the pupils will be arranged as rapidly as apartments occupied by outsiders are vacated. Bathing and toilet facilities are simple but adequate. Aside from unique and colorful murals painted by the pupils for the auditorium, dining halls and social rooms, there has been little attempt at decoration. A few smaller classrooms on the ground floor have been painted in bright colors, which give a cheerful tone to these low rooms with their single arched windows. The dining halls are spacious, and have separate rooms for the upper and lower school divisions, so that the mass effect and noise are minimized. The kitchen and service quarters are large, fairly convenient and have modern equipment recently added. A complete hospital is housed in a separate wing. There is a theater for dramatic performances and a large hall for the cinema. Two rooms have been set aside for the use of parents as they come to visit their boys or hold association meetings. The school has a museum, reading room, laboratories, gymnasium, swimming pool, shops for carpentry, metal work, weaving, book binding, basketry, and studios for art and music. Central heating and indirect lighting have been installed in the past year. A distinctive feature is the loan library, which is being catalogued and brought up to the standards outlined by the expert librarian, Walter Hoffman of Leipzig. The boy in charge keeps in close touch with the excellent, newly organized, public library in the town, where an apprentice teacher from the B. E. A. is the assistant librarian.

The school owns some forested land and a country home a few hours distant in the hills. This is open in summer vacations and for ski trips in winter, but lack of funds has prevented continuous use of the *Landheim*. This is particularly regrettable, for a week's stay in the mountain



Building a wireless — set.

forest brings to boys and teachers manifold benefits in health, pleasure and experience. Director Tesar of the B. E. A. Wiener Neustadt, has written this vivid description of life in their Forest Home for the Parents' Magazine.

#### OUR SCHOOL HOME IN THE COUNTRY.

"Probably all our readers know that our school has had from the beginning, an especially fine little Home in Nasswald behind the Rax Plateau. It is directly in the forest, which is the property of this institution, and cared for by us. During the school year, this Home serves as a place of recreation for our boys. In the vacations, when the schools have to be closed, it is the home of lads, who have no homes of their own. We take in gladly homeless boys from the other B. E. A. as our guests. Not a single one shall remain unsheltered, or be subjected to bad home conditions.

"Unfortunately our Forest Home is small. In summer, when the space is used to the utmost, it will hold thirty boys. There are two houses; one stands above on a little hill, one lower down near the road. Up on the hill are the kitchen and dining room, the store house, the laundry and the wood shed. The smaller boys are quartered up there and the larger ones in the house below. Water from the mountains is piped to both houses. Each has a small washroom, but in fine weather the boys prefer bathing in the brook.

"In front are playing fields for ball games, archery, spear casting, shot putting, Russian bowling and other games. In one space are swings, a see-saw and climbing ropes. Near the houses are tables and benches.

"If it rains, the boys sit in the Day Room in the lower house. Only three lads sleep there, so there is still room enough for two large tables and a few cupboards with books and games, which are brought from the school during the summer. If it is hot, the boys go swimming in the brook and pond.

"In the attic of the lower house, we have also given up a room to the State Office of Youth for a Wanderers' Hostel, where we entertain transient guests.





School Home in the Forest.

"When there are no boys in the Home, our forester takes the oversight, and he has always cared well for the place.

"During this school year and those previous, we had classes or groups up there a week or longer for skiing, mountain climbing and also for the sake of carrying on instruction in the midst of nature for a time. This summer there are twenty four boys in the Home from Wiener Neustadt, Traiskirchen, Breitensee and even Liebenau.

"In the first half of the vacation our own House Mother ruled; in the second half the wife of our Instructional Director, Mrs. Binder. Hard work for these women—fourteen to sixteen hours a day, and yet the time is too short. The Educators take turns, so that there is always at least one man out there. The first half of the vacation I took the leadership and also some oversight of the forestry work; in the second half Dr. Binder was in charge. We divided our time as well as we could between the needs up there, those in Wiener Neustadt and also in Vienna, since there are many and knotty problems, very important to the school which allow of no interruption.

"Women servants from our institution worked in the kitchen, house and laundry at mending and many other tasks, which only one who is practically concerned with the household and school life, can properly appreciate.

"Of course much of the work was taken over by the boys. They sawed the small logs for the kitchen firewood and split the kindling. They cleaned their rooms and kept them in order. They ran errands daily, fetching the meat and the post. They cleaned lamps and filled them with oil. The smaller lads plucked flowers for the rooms and tables, nor did the older boys refrain from bringing in decorations. The bigger fellows repaired the steep roadway—a much needed and laborious piece of work. Day after day they had to break stones and carry gravel, until the worn-out road, in which wagons had sunk axle deep at the beginning of July, was made solid again. The older boys also helped our forester and the wood cutters in the hay harvest. That was good service, both in

a business and human way, for rain and lack of workmen made necessary rapid, vigorous labor, if the hay was not to be entirely lost. It would be impossible to tell about all the other work.

"I know that there were some splendid lads out there. Now and then to be sure, there was need for a few strong reprimands, but that doubtless proves the soundness of youthful natures. Everyone was well browned, in spite of the rainy weather. Air, change, sports and labor made their chests broader and their muscles harder.

"When there was nothing else on hand, the whole crowd took a few hours for hiking. In the first half of the summer, we made only one long trip for the whole day—across the plateau and up to the Heukuppe, then down and home through our forest. Up on the peak there was nothing to be seen, for about us all was mist, but it was the dearest wish of most of the boys to have been up there once at two thousand meters. So we sat down behind the rocks, wrapped in sweaters and cloaks, for it was cold and windy, and there we ate the second half of our bacon and the second third of our bread.

"Sometimes there would be a regular chess tournament lasting for weeks. The younger boys took this up, and just before my departure, they had assembled both 'sweet' and 'fummy' prizes. The older boys had no prizes, but both groups took the play very seriously and had some fine games.

"There was also a radio, but the loud speaker did not work. It required four tubes and we had only a three tube set, but with the head phones this went famously and was well managed by one of the boys."<sup>20</sup>



Church in Baden.

Woodcut.

## Traiskirchen

Director Adolf Watzke.

Enrollment 376 boys.

The B. E. A. Traiskirchen is situated at the edge of a little village of that name, one hour from Vienna and two miles from Baden (population 10,000). The surrounding plain has a few factories and many vineyards extending to the hills of the state forest. The buildings were put up in 1908 as a School of Artillery. The façade still bears the inscription "Armis et Litteris". The thirty acres of ground are divided into park, sport field, farm yard, gardens and building plot. The former riding hall, powder magazines, stables, officers' quarters and sundry smaller structures supplement the main building. These smaller houses made it possible for Traiskirchen to inaugurate the "family system" by removing the classes from the huge dormitories and scattering them by groups in

<sup>20</sup> Tesar, Dir. L., Wiener Neustadt Elternblätter, 1 Jr., 1926 Nr. 6/7, s. 93.



remodelled quarters about the grounds. By rearrangement and construction they have carried the scheme so far that they can accommodate sixteen or eighteen families in smaller and more suitable quarters, where two, four or six boys share a bedroom and each group has its common room for social purposes. These Homes are of particular interest, because they have been decorated and furnished to a great extent by the boys themselves. Outside they have laid walks, made the lawn, planted trees and put in gardens.

A sixteen year old boy, a member of the "first family", thus describes the old days and the new.

#### "OUR HOME.

"Almost six years have passed, since we, the Sexta of today, came into the school as little boys. For us it was an entirely new life. For the first time in our existence, we had left the parental home, in order to take a step forward in our development. Truly, at that time it was quite different here in the school than one finds it today.

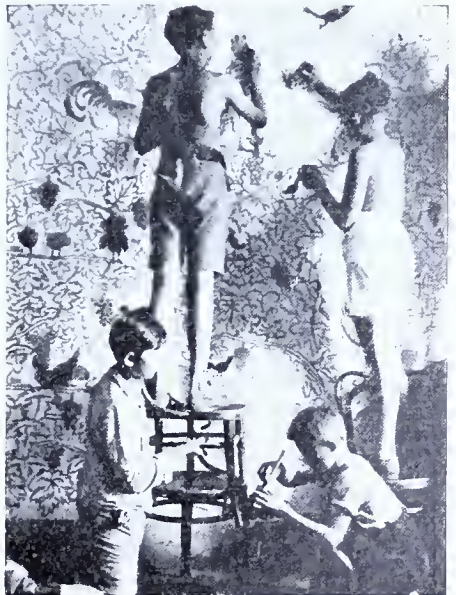
"We lived in the great main building. On the first floor we had our school room, in the second the day room, and lastly, when the day came to a close and sleep claimed its right, we journeyed still one story higher. We were continually on the move, up stairs and down. We did not feel right anywhere, for nowhere was our stay of long duration. The rooms were undecorated; there were no homelike corners, no pictures on the walls, no flowers in the windows. Everything was bare and empty. So it went, day after day, year after year.

"Finally in the year 1922, an end was made of this sort of life for all time. That is, they experimented first with our class.

"They gave us the former work-shop building as a home. For the first time the word *Home* came into use. Really it was not any sort of home yet, when we moved over there, but we were to create one for ourselves.

"You can imagine for yourselves what it looked like at that time. One room was an old smithy, another a lumber room, and the rest were not much better. At the beginning we did not feel comfortable at all, for everything looked so hopeless. Indeed, there was much doubt as to whether we could make anything at all out of it. Yes, the transition stage was extremely difficult.

"They gave us no painters and no plasterers. We had to do all the work ourselves. It would take too much time, if I described to you every detail of the reconstruction. But it is a fact that it was hard problem for us, the first of that kind in our lives. It required much encouragement from our Family Father and dear Professor Sallak, until we dared to undertake the first kalsomining. It was even more difficult with the decorative painting. After laborious efforts and bitter disappointments, we finally succeeded in finishing one room. The beginning was made and that gave great stimulation to all the other boys. Every free minute was used. Before we went to bed brushes and paint pots were seized in all haste, and early in the morning we went to work afresh. Indeed, the group in one room—and I should like to add that these three still



Decorating the First Home.





Main Building in Traiskirchen.

live there — worked until six o'clock in the morning, so that one can truly say, that room was decorated over night. In that way, they gave the others an example, which many tried to imitate. There was nothing but work for us in that whole year. But this work gave us much pleasure. Because we held together faithfully and fast, we could make progress, and also lay a cornerstone for the later Home years.

"Through this we came to feel, perhaps quite unconsciously, that we belonged together. One for all, all for one. That was our motto.

"In closing, I would like to add that this short article should inspire other families, who are already in possession of a Home or about to acquire one, to work on their Homes for their own sakes, and also for the sake of the school."<sup>21</sup>

At Traiskirchen a wide-spread building of four stories houses practically all the school activities in its main section and two wings. There is a common dining hall, which is large and bare, but the older boys are seated at small tables so that they can converse easily, and service is so well managed by the pupils that noise is not usually disturbing. Kitchens, bakery, store room and laundry are large and well equipped. There is an outdoor and indoor swimming pool, as well as numerous baths and showers.

<sup>21</sup> Pohloudek, Ernst; Familie Papseh; Heimzeitung der B. E. A. Traiskirchen; 1. Mai 1925, 1. Jahr, Folge 3/4, s. 18.

This and subsequent magazine articles by pupils of the B. E. A. are quoted in full, both for the sake of the content, and also to give some examples of the quality of written expression, as well as that can be reproduced in translation. All these articles are by sixteen year old pupils, the original selected group from the first year of the schools' foundation, and these boys, the graduates of 1927, are the first true representatives of the B. E. A.



A Mural in the Workshop at Breitensee.

The school has ample space and equipment for science laboratories. Equally well furnished are the shops for carpentry, metal work, lithography and handicrafts. A spacious festival hall with a pipe organ serves for concerts and religious services. A large auditorium accommodates the lecture and cinema audiences and a well equipped theater has just been completed. Partly because of custom, and partly because of reading facilities in the Homes, the library does not have a large public reading room, but maintains a good loan collection which, is well catalogued and efficiently managed by one group of boys and their councillor.



### Breitensee

Director Otto Rommel.

Enrollment 356 boys.

The B. E. A. Breitensee lies in an outer district of Vienna, half an hour from the center of the city. On high ground and with a park of ten acres, the school has fairly good air and space for activities. The buildings were erected for an Infantry Cadet School. The arrangement and limited space compel the new occupants to use for dormitories and class rooms unsatisfactory accommodations, similar to those at Wiener Neustadt.

Breitensee has a library and small social rooms, which have been made very comfortable and attractive with furniture and decorations that are the work of the boys. Pupils have also aided in construction of a playing field, in repairing an outdoor swimming pool, and in the care of park and gardens. A small building has been remodelled and furnished with excellent shop equipment for carpentry, metal work and various handicrafts. A considerable portion of the expense was met by the Parents' Association. Again there are commodious and well equipped laboratories with dark room, balance room, and a shop for the construction of scientific apparatus. A hall provides for moving pictures and for the dramatic performances, which have brought this school a well deserved reputation. Dining room, kitchen and service quarters are spacious. Small sleeping rooms for the upper class pupils are being provided. One story has been added to the main building to furnish more space for living quarters, schoolrooms, laboratories and studios.

### B. E. A. Vienna III

Director Theodor Konrath.

180 children.

Enrollment 321 girls



A Corner of the Court.

The B. E. A. in Boerhavegasse is located in the third district of Vienna only a few minutes from the inner city in a quiet residential neighborhood. This school for girls has a double inheritance, for it occupies the property of a military academy and is the successor of a normal school, which was established in 1786. A practice school was added in 1875. Shortly after the B. E. A. were founded, the old site was abandoned and this school took possession of a more modern plant.



A Class in Handicrafts B. E. A. Hernals.

The school grounds cover three acres, providing play space and small garden plots, scarcely adequate, however, for an enrollment approaching four hundred. The building, on three sides of a courtyard, is in good condition, but again living accommodations are for large groups. There are several social or Day Rooms, which have been effectively decorated by the pupils. The dining hall is large and bare; swimming pool, gymnasium, auditorium, library, museum and laboratories are of good standard. Excellent work is done in the craft shop with very little equipment and space.

### B. E. A. Vienna XVII

Directress Anna Würth.

Enrollment — 370 girls.

100 children.

The B. E. A. in Hernals is located in a rather poor quarter of Vienna, twenty minutes distant from the center of the city.

This is one of the oldest secular schools for girls in Europe. It was first established in 1775 as a boarding school for the orphans of army and navy officers. The present site has been occupied since 1786 and there have been several additions to the original buildings. A normal training institute and a practice school were established here about 1880, and a commercial course was added later.

When the institution was taken over as a B. E. A. some internal and external changes were made, but the physical conditions are unsatisfactory, because the city has grown up so close around the school. The courtyard space, entirely walled in by buildings, is quite inadequate. For group



games or skating the girls must go to a public playing field several minutes distant. There is practically no lawn or garden space. The dormitories are huge, bare and over-crowded. Many of the schoolrooms have been made attractive, but they can never serve the same purpose as separate social rooms. There is provision for domestic science, handicrafts, laboratories, a pleasant dining hall, good gymnasium, swimming pool, large auditorium and a chapel where morning service is held daily. If another opportunity should come for transferring one of the B.E.A. to a location in the suburbs or country, this school would profit greatly by the change.

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Class room furnishings are practically the same in all schools. There are long, flat-top tables, crudely constructed and well-worn, or shorter desks with slanting tops for two to four pupils. If a group is small, they may sit around a table with the teacher, but most classes are so large that they must have seats arranged in rows. There are no screwed-down desks and seats. Separate chairs are used, and anything with four legs has to serve, whether of the proper height and back-curve or not. In fact, more than once pupils have been seen to balance themselves on chairs with only three legs, and cause no disturbance! However, the day of makeshifts is passing and the schools are now being equipped with well constructed chairs and desks recommended by the physical education department. Blackboard space is usually limited to the front wall or the typical double board on pulleys. The teacher's desk often remains on a raised platform at the front of the room, but it may be little used.

From the new arrangement and furnishings found in a few classrooms, one may get an idea of the schoolroom many teachers would like to have, if funds were available. They want a setting, which suggests the Activity Group, rather than the old situation, where the professor actively taught and the pupils passively learned. In the Girls' B.E.A. Vienna III. there is a French classroom with one long table, where the teacher and twenty pupils work together. One girl has charge of records and class routine, another of books, and another of pictures. They have re-painted walls and furniture themselves, and the decorations are chosen to suggest French atmosphere.

It is significant to note the purposes for which the B.E.A. use their funds, as this indicates in some measure their scale of values. Renovation and decoration of living quarters and classrooms, improvement of kitchen equipment, construction of sport fields and swimming pools, provision of tools for gardening and craft work, equipment for shops, laboratories and cinema are conspicuous items of expenditure. Often such costs are not paid from the regular budget, but from contributions of the Parents' Associations. Recently more money has been spent on the libraries. Transfer of books and equipment from the military academies sometimes keeps particular items of expenditure disproportionately low. While it is true that all the B.E.A. owe some gratitude to their military forebears for their material inheritance, yet they feel that the debt is offset by the

unsuitability of much that came to them, which will continue to be an incumbrance for many years.

Not that most of the teachers would prefer a completely fresh start. On the contrary, when they talk of their dream for the future, they depict a B.E.A. which is removed from the city and set in spacious grounds, like Liebenau; which is yet near enough to a metropolis that the faculty and older pupils may enjoy its cultural advantages as is possible for Breitensee, Hernals and Boerhavegasse; which has beautiful buildings, steeped in tradition, as are those at Wiener Neustadt; which has many scattered cottages as living quarters for small groups, as at Traiskirchen. Of course such a school should also have a Forest Home in the mountains nearby. Then, perhaps, with the right environment some of these teachers could make of school life the fine experience they believe it might be for every child. At present the schools provide better living conditions than most of the pupils would find in their own homes.



Cardboard Print.

A Castle.

## CHAPTER V.

# THE SELECTIVE PROCESS

In thinking of B. E. A. pupils as a selected group certain limiting factors must be borne in mind. These children are all products of the war period and the train of hardships which followed. Food shortage, nervous strain, poor housing conditions, broken homes and widespread unemployment have done their part in curtailing the endowment of Austrian children in this generation. While the consequences were more serious for city children than for those from the land, yet all have suffered to some degree. The physical retardation of Viennese children was particularly conspicuous. Many children were a year or two below the pre-war norms for weight and height, and show accompanying stigmata of various sorts.<sup>22</sup> In the spring of 1926, examiners stated that the applicants were so far below average for ten years, that they anticipated a drop of one year in the standard of physical and academic work. They were then testing children born between 1915 and 1917, when Austria had begun to feel the acute pressure of want. For two or three years afterward they were receiving an equally abnormal enrollment, so that their role as schools for gifted children was to a certain extent meaningless during that period. However, living conditions have improved and the schools are now exercising their real function as institutions for the cultivation of superior ability, chiefly among the less prosperous classes of society.

The B. E. A. are not likely to attract a group truly representative of the best Austrian stock for obvious reasons. Applications are seldom made for children from families where the domestic relations and economic status are above the average. Undeniably a favorable environment tends to produce children with a high grade of mental ability, physical fitness and cultural background. Exceptions there are, but heritage and childhood experience determine in a large measure the ultimate societal value of the individual. As the B. E. A. become better known and appreciated throughout the provinces, they have a wider field from which to draw their enrollments.

The number of applicants far exceeds the capacity of the six first classes in the B. E. A. In May 1930, 1300 pupils were examined to fill the openings for about 160 boys and 70 girls. Rarely are pupils from other institutions admitted to the higher classes, even though vacancies occur, for it is deemed advisable to keep smaller class enrollments in the upper

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<sup>22</sup> Graphische und statistische Darstellung von Österreich — Gesolei Ausstellung, Düsseldorf, 1926.

divisions. Exchange of pupils between the B. E. A. themselves, occurs when it seems probable that another institution can meet the needs of particular individuals better.

Provisions for application and admission to the B. E. A. are as follows:

1. In the spring of each year, an official notice is published in the journal of the Department of Education, and the purpose and regulations of the B. E. A. are explained in parents' meetings throughout the country.

2. The daily papers also contain summarized information and this list of qualifications for the applicant:

- a) Austrian parentage.
- b) Physical fitness.
- c) Good moral character.
- d) Mental ability above the average.
- e) Satisfactory completion of fourth grade in the *Volkschule*.
- f) Ten years of age.

3. The previous school record and reports from teachers and sometimes from parents are brought forward to describe the child with reference to:

- a) Difficulties and distastes: special abilities and favorite occupations.
- b) Home conditions and personal relationships.
- c) Physical condition.
- d) Social inclination as leader, follower, cooperator or solitary worker.
- e) Learning tempo, imagination, concentration, attention to principle or details, enjoyment, effort, fatigue.
- f) Experience, travel, general information.
- g) Form and fluency in use of mother tongue: foreign language.

4. In May the Entrance Examination Committee, named by the Ministry, holds examinations in all the B. E. A. and in several provincial cities, usually Villach, Linz and Innsbruck.

5. The examination occupies two days and covers the following ground:

a) Two written language tests: one based on the making of a story from a picture series, the other requiring the retelling of a story read by the examiner.

b) Four written problems in arithmetic, using whole numbers in the four basic processes and only the simplest connection of steps.

c) Silent and oral reading of a short story and explanation of the point. Completion of the long story heard. Conversation about the trip to school.

d) Reading and oral computation of two simple problems with questions by the examiner to determine the process of thought, speed, accuracy and number sense.

The examination for selection of a new enrollment from the great



number of applicants is conducted in an informal way. The formulators of the procedure expressly state that it is designed to reveal the child's readiness to learn, his response to instruction and suggestion, and not to test his knowledge or unaided ability. They wish to discover whether the child will grow and profit by an educative environment.

The children come to the schools on two successive days, having written tests on the first, and oral tests on the second morning. Examination commissions, each consisting of two teachers, one from the language-history department and one from the mathematics-science department, are in separate rooms about the building. They already have filled application forms and numbered lists of the children, who will present themselves. Parents, who accompany applicants, do not remain in the school, but leave their children at the entrance in charge of older students who act as ushers. These marshal the groups in an assembly hall, where attendance is checked, and then conduct the children to their respective examination committees. One child at a time is admitted to the room for an oral examination, while the usher keeps three or four outside in the corridor to chat and play as they await their turns. The written examination is given to a small group at one time. There is little evidence of anxiety or excitement, beyond what might be expected of ten year old children in a strange and huge institution. Not only the attitude of the examiners, but the test materials themselves, help to alleviate any nervousness, for the picture and story content especially is of a sort that makes an intrinsic appeal to children. On the second day most of them appear quite at home.

For the written examination, a series of related pictures is presented and the child is asked to tell the story they depict. There may be a preliminary discussion, and then the writing proceeds. In arithmetic, four simple problems are given to be worked on paper, but again the solution may be approached orally, or at least some guidance given toward the right process. A story three minutes in length is read aloud once by the examiner, and the pupils rewrite it briefly.

When a child enters the room for the oral examination, he is usually greeted thus, "Oh, yes, you are Walter Stein, aren't you? Well, Walter, sit down and tell me where you live and how you got here". The child proceeds to describe the route taken and may go into all manner of digressions. The questioner makes suggestive comments, but avoids mention of the family, lest the association cause emotional disturbance. Observing general attitude, physical appearance, speech, etc., the examiners note down significant points. One asks, "Can you read a story? and perhaps adds, "This one is very easy," giving the child one of the short tales. Usually the child reads it first to himself and then aloud. Possibly he smiles over it and the teachers asks him to explain, "What do you think of it?" If there is doubt about the child's understanding of the point, the examiners try various questions, which occur to them, some misleading, and others suggesting the right line of thought. Next they take up a problem in oral arithmetic, which the child also reads to himself and out loud. Since there is no specific question at the end, the child should discover the point for himself, and then proceed to the solution. Again there may be

an exchange of question and answer. In doubtful cases the second form is available for a second chance on problem solution.

Since the written section has been given first, the examiners have checked those papers from the previous day and have them available for reference when they give the oral section. After the child is dismissed, they discuss their impressions and jointly agree on notations for the applicant's examination sheet. In the office of the Central Direction, the examination papers are brought together and assorted according to the marks. All those bearing straight 1's are placed first, then those with a single 2 and so on, until the year's quota for boys and girls is filled with a small surplus to allow for cancellations. It may happen that children passing this examination creditably are yet not accepted in the B. E. A., but these tests also fulfill the entrance requirements for any other Austrian Middle School. When a child receives a mark of three or above his application is considered with reference to the home conditions.

Recommendations of the Entrance Examination Committee are put before the Commission for the Selection of Applicants. The Minister of Education acts as chairman of this group, which is composed of four members of Parliament, the chief of the pedagogical division, the Central Director of the B. E. A., the registrar for the B. E. A., representatives of the pedagogical department of the Ministry, the directors of the B. E. A., the supervisors of the B. E. A., one representative of the Army Department, one representative of the Ministry of Finance and one representative of the Ministry for Social Welfare. After the examination papers have been assembled and checked in the office of the Central Direction, this Commission hears the recommendations, discusses marginal cases and suggests that certain applicants be accepted. The Minister of Education makes the formal decision and approves the final award of places. The distribution of scholarships is then made according to the family income. The assignment to a school is made according to the course desired and the places available.

In the early years, applicants were informed of their admission to the Institutes by a letter, the outer page of which bore remarks addressed to the parent or guardian and the inner page this message, which has been discontinued, because certain phrases are no longer appropriate.

"Dear Child:

"On the basis of your former school work and your abilities as shown in the entrance examination, a place in a Bundeserziehungsanstalt is hereby granted to you.

"In times of direst need the State undertakes, along with your relatives, the responsibility for your education and training until you are ready for a vocation or higher studies, provided that you fulfill faithfully the duties, which come to you thereby, and that your abilities correspond to the demands of the work. In return, the Republic of Austria expects that you, as her loyal citizen, conscious of duty and rejoicing in responsibility, will work for the general welfare according to your best knowledge and skill, and that you will labor with all your powers for the reconstruction of our unfortunate Fatherland.

"Your country counts on you. On to the task and good luck upon the road.

Vienna. . . . . 19

The Federal Minister of Instruction.

To

Pupil in the Volksschule in . . . . .<sup>23</sup>

When compared with standardized tests and measurements as they have been developed in the United States particularly, the selective examination of the B. E. A. is open to criticism on many sides. The materials have not been experimentally used on thousands of children and standardized by statistical methods. Explicit regulations and continued practice have given greater uniformity to the procedure, but the room conditions are not always free from disturbance. The examiner is a factor exercising a positive influence on the outcome, instead of being a neutral intermediary between test and pupil. His opinion plays as great a role as does the objective measurement of results. There is little effort to keep the examiner's judgement free from influence, for he has at hand the report from the elementary school and the written portion of the examination on the second day when the final marks are given. The examiners are regular teachers, some of them untrained in scientific research with tests. They receive, of course, several sheets of directions and some common preliminary instruction regarding the purpose and method of testing, but not enough to secure complete uniformity in procedure. At times the applicant is given a second chance if, in the opinion of the examiner, he has not fully demonstrated his ability. Aids to solution are inequally distributed. A diagram or question may clear the point for one child, while another is left to interpretation of the printed word alone. Achievement is not rated according to points on a scale, but is expressed in general terms and estimated scores. Therefore, the results cannot be accurately tabulated for comparison of individuals, nor are they readily susceptible to graphical and statistical presentation.

Such an arraignment appears to leave little of value in the selection examination of the B. E. A. But this indictment represents a biased point of view, for the examination does perform a service for the schools and is, perhaps, ultimately as accurate and effective in its selective function as are some so-called strictly scientific tests.

Evidence from within the B. E. A. indicates that the selective procedure used is raising the quality of pupil material. Furthermore, a comparison between the achievement of B. E. A. pupils, selected by the entrance examination for these institutions, and the pupils of the regular Middle Schools in Vienna, who meet only the usual requirements for admission to secondary schools, shows that the B. E. A. tests have succeeded in singling out children of real ability.

A report from Ministerialrat Fadrus sets forth the fact that a smaller percentage of pupils in the B. E. A. fail in their school work than do pupils in the corresponding classes of Viennese Middle Schools. For

<sup>23</sup> Fadrus — Die öst. B. E. A. — s. LXIX.



1919 to 1924 the proportion of pupils marked unsatisfactory in different types of schools was as follows:

|                                 |                        |
|---------------------------------|------------------------|
| Gymnasium . . . . .             | 20 to 25 %             |
| Realgymnasium . . . . .         | 17 to 29 %             |
| Realschule . . . . .            | 22 to 33 %             |
| Girls' Middle School . . . . .  | 10 to 20 %             |
| Deutsche Mittelschule . . . . . | 14 % (1923-1924)       |
| B. E. A. . . . .                | 3 to 9 % <sup>24</sup> |

One possible source of error in this comparison of school standing might be that instructors in the B. E. A. tend to give higher marks than the teachers in other Middle Schools. The contrary is more likely to be the case, since the expectation of superior work has come to be a fixed attitude in the B. E. A., where most of the teachers already know from past experience the standard of attainment usual in the regular schools. Another disparity in governing factors would arise if the B. E. A. provide better conditions for classroom instruction and greater incentives to effort than do the other schools. Their groups are as large as those in Viennese secondary schools: their schoolroom equipment is no better; the course of study is the same; the methods of instruction are similar; and B. E. A. teachers are subject to the same standards of qualification as are all teachers in Austria's higher schools. The B. E. A. do, however, possess advantages over the day Middle Schools in that they have more complete control of the pupils' time and can build up strong motives for work. Doubtless the instructors also put forth greater effort than do most professors in the ordinary schools, because B. E. A. teachers feel that their schools are on trial and they wish to prove the worth of their ideals. Allowing for the influence of related factors, there still appears to be some ground for claiming that pupil ability largely determined the recorded differences in school achievement and that the selective examination for the B. E. A. has fulfilled its purpose.

There are a few educators in the Old World, who show considerable interest in new types of tests, since the present European conception of a common school system postulates provision of education according to ability, and it is, therefore, imperative to find some valid means of ascertaining educative capacity at an early stage. Dr. Charlotte Bühler of the Psychological Institute in Vienna has developed a series of tests for infants and children of pre-school age. Stern in Hamburg, Döring in Lübeck, Möde and Pirkowski in Berlin, and Hylla and Bobertag of the Central Institute of Education and Instruction in Berlin have devised and applied tests for selecting capable pupils for the German secondary schools.<sup>25</sup>

<sup>24</sup> Fadrus — Die Schülersauslese an der öst. B. E. A.; V. E., 15. Juni 1925. päd. Teil. Stück VII.

<sup>25</sup> Alexander and Parker — The New Education in the German Republic — Ch. XVIII. Examinations for the Selection of Pupils.



After several years' trial of the B. E. A. entrance examination, the directors and teachers have so much reason to be content with the results of their method of selection that they are little concerned with modification or criticism, usually from Americans, directed against the procedure. They have a certain distrust of rigid scientific method in measuring human qualities. They are inclined to think it might be more properly called pseudoscientific, since it measures so few factors in the total personality. They regard the specious accuracy of numerical tabulations with scepticism. They deplore the American tendency to place measurements and statistics on the same plane of value as educational ideals, even to the point of letting the former dictate aims and practice. Their philosophy elevates personal judgement—the observation of a teacher, who has known the child for one to four years, the impressions of the examiners, who watch his reactions during the formal test, the combined opinions of staff instructors and educators, who report on his school work and social behavior through the probation period.

Furthermore, they are not primarily desirous of securing an enrollment of the most brilliant minds—the highest “I. Q. ’s”—but they wish to find those children of somewhat superior intelligence, who possess varied abilities that would lack full development if left to an ordinary school and home environment. It is significant that B. E. A. teachers do not speak of “gifted” children, as if the standard were an absolute, but they usually say “well endowed” children, indicating a sense of relativity and wide margins in the classification. In argument, few proponents of the B. E. A. form of examination will grant that a “battery” of scientific tests, including devices for measuring dexterity, mentality, appreciation, morality, etc., would serve their purpose any better than the present examination and they are quite sure that extensive testing and checking would be an unworthy expenditure of human effort, which might better be employed in carpentry, painting, sports, music, or teaching.

Evaluation of the B. E. A. entrance examination really depends upon the position one happens to hold toward scientific analysis of human material. There are various trends of opinion and research. One group collects every detail of behavior, which can be observed, described and ultimately interpreted. Another constructs a measuring rod by the process of standardization and submits the record of the individual for comparison with pre-determined norms. The B. E. A. bear some relation to the former in so far as the reports of elementary school teachers, parents, educators and class instructors form a “case study” of the pupil. They have a slight kinship to the latter group in the degree that their selective examination is definite in form and approaches precision in method.

But actually they make personal judgement, rather than objective measurement, the determining factor in selection. Justification for this rests upon their conviction that the opinion of experts in a field is more sensitive to shades of difference, more reliable for prognosis and more comprehensive in understanding of the total reaction between personality and situation. The validity of these judgments, therefore, depends upon the caliber and qualifications of the faculty members, whose conclusions

shape the general policy of selection and make decisions on individual cases. It is not enough that they be experts in their particular fields, but they must also be aware of the educational pattern, which is being worked out in the B. E. A., where neither knowledge nor skill nor physical prowess alone will suffice to make a satisfactory pupil, but a combination of all these is desired, if the schools are to turn out graduates, who will be effective members of society.



Circus. Cardboard Print.

## CHAPTER VI.

# THE PUPILS

**T**he main purpose of the B. E. A. is to provide special educational opportunities for able Austrian children, who might otherwise be deprived of their right to a higher school course, because of remote residence or the low economic status of the family.

If the B. E. A. did not exist, most of these children would go through eight grades of the elementary school and two to four years more would be spent in a continuation trade school. A small percentage of those living in Vienna and other cities might be supplied with scholarships that would carry them through the secondary school after they had passed four years in the elementary school, but this possibility is slight for children in smaller towns, and non-existent for those in rural districts. Of the pupils graduating from secondary schools, an infinitesimal number might even go on to the university or technical institute. But education, either on the secondary or university level, could only be gained by great strain upon the family resources or much outside aid.

In the light of these alternatives, it is important to see how far actual enrollments in the B. E. A. prove that their original purposes are being fulfilled. Data on personal relations in the family, vocation and income of parents, geographical distribution of enrollments, and ability of the pupils are to be considered.

The majority of pupils in the B. E. A. come from the lower and middle classes. Some preference is given to orphans, and to children from families where the parents are unemployed, ill, or have separated. In 1922 Traiskirchen reported 228 pupils with both parents living, 61 pupils with one parent, and 4 full orphans. Since the Institutes have begun to give more consideration to needy children, the proportion of orphans is higher. Among 271 pupils selected for the six schools in 1929, 31 boys and 15 girls are orphans. In many instances where the parents are living, both are employed outside the home, but occasionally the family is subsisting on unemployment doles. During the summer of 1930, it is reported that 180,000 persons or one thirtieth of the population of Austria, are out of work and 150,000 are receiving a government allowance.

The following table shows the occupations of the parents of pupils entering the B. E. A. in 1929.<sup>26</sup>

|   | Boys | Girls | Pupils |
|---|------|-------|--------|
| Government officials and employees . . . . .        | 61   | 30    | 91     |
| Private officials and clerks . . . . .              | 42   | 10    | 52     |
| Teachers . . . . .                                  | 18   | 8     | 26     |
| Military service . . . . .                          | 1    | 3     | 4      |
| Laborers . . . . .                                  | 32   | 13    | 45     |
| Unemployed . . . . .                                | 15   | 3     | 18     |
| Shop-keepers . . . . .                              | 8    | 7     | 15     |
| Doctors and other independent professions . . . . . | 8    | 3     | 11     |
| Farmers . . . . .                                   | 6    | 3     | 9      |
|   | 191  | 80    | 271    |

The large percentage of government employees is accounted for by the fact that transportation and communication service, as well as other public utilities, are controlled by the state in Austria, so that the group of government employees includes not only officials and clerks in the various government bureaus, but also those engaged in the railroad, street car, gas, electric power, telephone, telegraph and postal service. Teachers as a group, and many individuals from other professions are also government employees. It is evident that these proportions remain fairly constant when one compares the preceding table with one of an earlier date where the occupations of parents in the six schools are recorded.

#### Occupations of the Parents of 2057 Pupils.<sup>27</sup>

Total Enrollment of the Six B. E. A. 1923-24.

| B. E. A.                  | Military<br>Service | Govern-<br>ment<br>Employees | Doctors<br>Farmers<br>Indepen-<br>dent<br>Workers | Laborers | Unem-<br>ployed | Total |
|---------------------------|---------------------|------------------------------|---|----------|-----------------|-------|
| Breitensee . . . . .      | 28                  | 219                          | 27  | 57       | 11              | 342   |
| Wiener Neustadt . . . . . | 48                  | 195                          | 51  | 76       | —               | 370   |
| Traiskirchen . . . . .    | 15                  | 208                          | 48  | 69       | 5               | 345   |
| Liebenau . . . . .        | 11                  | 272                          | 17  | 19       | 1               | 120   |
| Boerhavegasse . . . . .   | 12                  | 285                          | 84  | 60       | 1               | 442   |
| Hernals . . . . .         | 7                   | 229                          | 91  | 50       | 61              | 438   |
| Totals                    | 121                 | 1208                         | 318   | 331      | 79              | 2057  |

<sup>26</sup> Belohoubek — Zehn Jahre öst. B. E. A., Table B. ms. 1930.

<sup>27</sup> Belohoubek — Die öst. B. E. A., s. 76.



The allotment of scholarships affords further evidence that pupils in the B. E. A. come chiefly from families in straitened circumstances. The granting of tuition reductions is proportionate to the family income. The following table shows the fees paid by boarding and day pupils.

Distribution of Scholarships in the B. E. A.  
according to the

INCOME OF PARENTS.<sup>28</sup>

| Portion<br>to be<br>Paid | Boarding<br>Pupil's<br>Annual<br>Fee | Day<br>Pupil's<br>Annual<br>Fee | Yearly<br>Income<br>of<br>Parents <sup>29</sup> |
|--------------------------|--------------------------------------|---------------------------------|---|
| Free                     | —                                    | —                               |   |
| $\frac{1}{10}$           | \$ 13.71 <sup>30</sup>               | \$ 10.28                        | under \$ 377.—                                  |
| $\frac{2}{10}$           | 27.43                                | 20.57                           | between 377.— and \$ 474.—                      |
| $\frac{3}{10}$           | 41.14                                | 30.85                           | " 474.— " 531.—                                 |
| $\frac{4}{10}$           | 54.85                                | 41.14                           | " 531.— " 617.—                                 |
| $\frac{5}{10}$           | 68.57                                | 51.43                           | " 617.— " 702.—                                 |
| $\frac{6}{10}$           | 82.28                                | 61.71                           | " 702.— " 823.—                                 |
| $\frac{7}{10}$           | 96.00                                | 72.00                           | " 823.— " 925.—                                 |
| $\frac{8}{10}$           | 109.71                               | 82.28                           | " 925.— " 1028.—                                |
| $\frac{9}{10}$           | 123.43                               | 92.57                           | " 1028.— " 1100.—                               |
| Full amount              | 137.14                               | 102.85                          | over 1100.—                                     |

Even allowing for the greater purchasing value of a dollar in Austria and the difference in living standards, it is obvious that the economic status of the households from which B. E. A. pupils come, is low. There is further evidence of this fact when one notes that 10 % receive free tuition while only 6 % pay full tuition, and 70 % of the pupils enrolled pay less than half of the annual fee. The distribution of scholarships shown in the following table remains fairly constant from year to year.

<sup>28</sup> Belohoubek — Zehn Jahre öst. B. E. A., Table D, ms. 1930.

<sup>29</sup> A more precise table has been worked out in order to make the fee paid proportionate both to income and living costs in cities, towns and villages. Fees are paid in nine monthly installments.

<sup>30</sup> The purchasing power of a dollar or 7 Austrian Schilling is greater in that country than in the United States. The calculation has been made in familiar coinage for the reader's convenience.

Distribution of Scholarships in the Six B. E. A. 1929—1930.<sup>31</sup>

| Tuition<br>Paid | Boarding<br>Pupils | Day<br>Pupils | Total              |
|-----------------|--------------------|---------------|--------------------|
| Free            | 190                | 9             | 199                |
| $\frac{1}{10}$  | 398                | 20            | 418                |
| $\frac{2}{10}$  | 206                | 20            | 226                |
| $\frac{3}{10}$  | 224                | 24            | 248                |
| $\frac{4}{10}$  | 171                | 14            | 185                |
| $\frac{5}{10}$  | 165                | 7             | 172                |
| $\frac{6}{10}$  | 97                 | 11            | 108                |
| $\frac{7}{10}$  | 45                 | 9             | 54                 |
| $\frac{8}{10}$  | 28                 | 2             | 30                 |
| $\frac{9}{10}$  | 13                 | 1             | 14                 |
| Full amount     | 109                | 12            | 121                |
|                 | 1646               | 129           | 1775 <sup>32</sup> |

That the B. E. A. have not fully attained their purpose of attracting pupils from the outlying districts of Austria is apparent, when one examines the geographical distribution of enrollments. Half of the pupils come from Vienna and the suburbs, one fourth from Lower Austria and most of the balance from provincial towns and villages. Comparatively few pupils enter from the mountainous and rural districts. This may be due to ignorance of the B. E. A. purposes or indifference on the part of parents and local teachers. People from isolated communities also tend to feel themselves incompetent before the more complicated procedure and institutions of the national metropolis. Political prejudices play some part, for the B. E. A. are admittedly creations of the socialist regime to a marked extent. The people of the provinces are conservative and even hostile to reforms engineered by the group in control of Vienna. The location of the schools is unfortunate, since only one of the six lies far from Vienna. Consequently, for families living in other parts of Austria, distance becomes a hindrance, since it involves travelling expenses for the examination, vacations, parental visits, and causes reluctance to have children far away from home for eight years. Each year shows some gain in the representations of all parts of the country, since the administration works steadily to secure pupils who are actually in need of the educational advantages offered by the Institutes.

There are a number of children of foreign birth in the B. E. A., but their presence is not to be interpreted as showing the enrollment of many

<sup>31</sup> Belohoubek — Zehn Jahre öst. B. E. A. — Table C, ms. 1930.

<sup>32</sup> The total enrollment of the B. E. A. for the current year is 2029, but 244 of these pupils merely attend classes because they live nearby and they do not participate in the life of the school. 10 pupils in the boarding department are of foreign birth, usually of Austrian parentage. The usual fee for foreigners is three times that paid by native born pupils, but in this year it happens that all of these pupils have been granted a reduction.

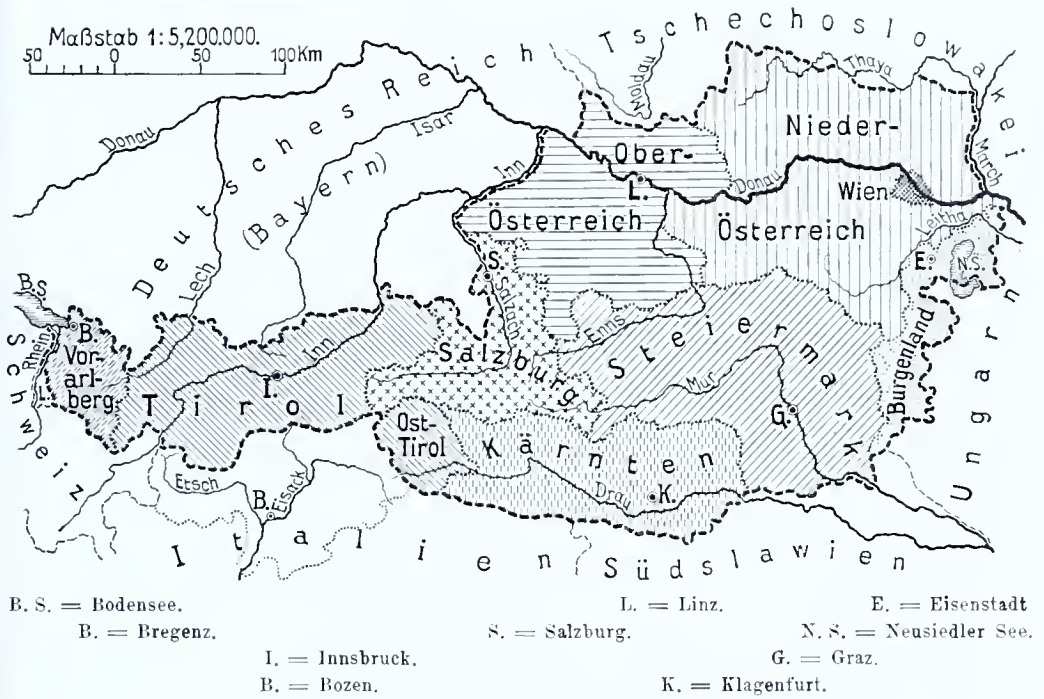
aliens in these schools, although a few foreigners are admitted under special conditions. Since the downfall of the monarchy, many Austrians, who did not wish to remain in the countries severed from the old empire, have become citizens of the new republic and have taken up their residence within its restricted boundaries, so that their children may grow up as Austrians, rather than Italians, Hungarians, Czechs or Yugoslavians. These boys and girls consider themselves Austrians, although their birthplaces are no longer parts of Austria's domain. In other cases, the parents have taken up foreign residence, but wish to have their children educated in the homeland.

Geographical Distribution of Enrollments.<sup>33</sup>

| Birth Place           | Selected Group<br>1919 | Breitensee<br>1924/25 | Traiskirchen<br>1925/26 | Six B. E. A.<br>1929/30 |
|-----------------------|------------------------|-----------------------|-------------------------|-------------------------|
| Vienna . . . . .      | 146                    | 256                   | 148                     | 658                     |
| Lower Austria . . .   | 55                     | 46                    | 131                     | 488                     |
| Upper Austria . . .   | 3                      | 9                     | 24                      | 114                     |
| Steiermark . . . . .  | 7                      | 6                     | 28                      | 155                     |
| Tirol, Vorarlberg . . | —                      | —                     | 6                       | 33                      |
| Salzburg . . . . .    | 6                      | 2                     | 4                       | 27                      |
| Kärnten . . . . .     | 8                      | 3                     | 7                       | 83                      |
| Burgenland . . . . .  | —                      | 1                     | 2                       | 20                      |
| Germany . . . . .     | —                      | 1                     | 6                       | 14                      |
| Switzerland . . . . . | —                      | —                     | 1                       | 1                       |
| Italy . . . . .       | —                      | —                     | 9                       | 18                      |
| Yugoslavia . . . . .  | —                      | 1                     | 5                       | 30                      |
| Albania . . . . .     | —                      | —                     | 2                       | —                       |
| Bulgarien . . . . .   | —                      | —                     | —                       | 1                       |
| Roumania . . . . .    | —                      | —                     | 1                       | 6                       |
| Hungary . . . . .     | —                      | —                     | 2                       | 11                      |
| Czecho-Slovakia . .   | —                      | 1                     | 17                      | 82                      |
| Asien . . . . .       | —                      | —                     | 1                       | 4                       |
| Poland . . . . .      | —                      | —                     | 1                       | 20                      |
| Amerika . . . . .     | —                      | —                     | 1                       | 3                       |
| Totals                | 225                    | 326                   | 396                     | 1768                    |

Since Austria is predominantly Catholic, the enrollment of the schools is rather homogenous with respect to church affiliation. 85% of the pupils are Roman Catholics; 10% are Lutherans; 4% are Hebrews; and the remaining 1% are Free Thinkers, Old Catholics, or Mohammedans. The followers of each religion are free to continue the observances of their faith, either in the Catholic service of the schools, in private worship or in affiliation with local churches. At least one of the schools conducts

<sup>33</sup> Jahresberichte — Archiv Z. D. B. E. A.



Map of Austria.

a daily service, and the others have mass weekly and on holy days. Religious instruction is obligatory, but non-Catholics may spend the class hour with pastors of their own faith. One is never conscious of religion as a factor dominating the school situation, limiting scientific truth, or inhibiting free thought. Other subjects of the curriculum are taught without religious bias, so that the pupils may develop an attitude of understanding and tolerance, unclouded by doctrinal bigotry. The school law of 1927 places renewed emphasis upon moral and religious education.

#### Religious Affiliations of Pupils in Three B. E. A.<sup>34</sup>

| Church                   | Boerhave | Breitensee | Traiskirchen | Percentage |
|--------------------------|----------|------------|--------------|------------|
| Roman Catholic . . . . . | 307      | 278        | 347          | 85.0       |
| Old Catholic . . . . .   | 1        | 2          | 3            | 0.5        |
| Lutheran . . . . .       | 43       | 28         | 36           | 9.5        |
| Hebrew . . . . .         | 36       | 13         | 5            | 4.0        |
| Free Thinkers . . . . .  | —        | 5          | 4            | 0.8        |
| Mohammedan . . . . .     | 2        | —          | 1            | 0.2        |

The ages of pupils in the B. E. A. keep close to the usual norms. Data from three different schools in three successive years gave the median age of pupils in the first class as eleven years with a few, who were only

<sup>34</sup> Jahresberichte 1926 — Archiv Z. D. B. E. A.



ten, and a considerable number who were twelve. Individuals from rural schools are usually one year older at entrance according to the special provisions made for them in the admission regulations. From the same data it appears that the median age of pupils in the last class was eighteen, with a few individuals, who graduated at seventeen, and again several at twenty years. This indicates that it is not the policy of these schools to push capable pupils forward rapidly. On the contrary, skipping of a grade is practically unknown. It is equally true that non-promotion usually forfeits a place in any of the Institutes, but this never happens without serious consideration of all the factors affecting the pupil's progress.

In considering the work of the B. E. A. with reference to the pupil material, it must never be forgotten that only the first class for each successive year has been selected. The original groups had a preponderance of military cadets and the daughters of soldiers or officials. Some of these were dropped, but enough remained to make up four fifths of the original enrollment in the schools. They formed the nucleus of every class, which came through the schools during the first seven years. The graduates of 1927 were the first of the selected pupils to complete the full school course. With all the interest that may be turned to them and their future careers, there is yet much deserving of attention in the story of the earlier classes. Children with an uncertain future, many having neither home nor parents, liable to early ship-wreck among all the demoralizing influences of post war times, they were national liabilities that, in hundreds of cases, have been turned into assets by the swift, reconstructive work of the B. E. A. In the regular routine of school and home life they were spared some of the hardships and disillusionments that they would have met in the chaotic world outside. Forethought for their health, morals, pleasure and education restored solid ground beneath their feet, and insured them good preparation for their later work. Many of them now occupy positions of importance and retain interest in the schools. Here and there a B. E. A. professor deplores the limitation that was put upon their ideal plans at the beginning by the presence of so many military cadets, but others speak with enthusiasm of the way these older pupils adapted themselves to the new regime of "freedom, love and trust" — a re-orientation fraught with great difficulties for lads whose previous training had centered around authority, obedience and power.

A comparative study of wide scope and refined detail would have to be made, in order to show in what degree the selected children are really gifted or superior, for the entrance examination is regarded as an approximate standard, and the probation period is not a strictly impartial proceeding for weeding out less competent pupils. Balanced ability is not an absolute requirement, since excellence in one direction is allowed to compensate for weakness in another. On the whole the schools feel that they receive groups in which high general ability is more common than one-sided talent. They report few eccentric cases, and give little credence to the popular connection of genius and abnormality. The school life itself encourages and demands from each pupil participation in social,

artistic, scientific, constructive and recreational activities. Narrowness is not tolerated and all-round development is the first of the B.E.A. Ten Commandments.

Perhaps a statement made for the "Traiskirchen Home Paper" will give the best picture of the type of pupils and a new attitude with consciousness of power and responsibility which has come to the students of the B.E.A. One boy of sixteen years gives an exaggerated view of the school and the pupils' wishes for it in an article with the ringing title:

#### WHAT WE WANT.

"Dare we have any wants at all? Only a few years ago it would have been altogether impossible for a pupil of a Middle School to make such a wish out loud, to say nothing of publishing an article on the subject, without plunging himself into the most serious difficulties. At that time a pupil was looked upon as an incomplete creature, who, according to the existing regulations, curriculum and schedule, had to take in yearly a certain amount of 'educational material', and who ought to count himself lucky to lead such a blessed career, for, after the space of eight years, he had the right, certified by the official seal, to declare himself a member of the 'educated class'. Little importance was placed upon inner, human values!

"Even parents had scarcely the right to present their opinions humbly before this supreme power, but least of all did the pupils have anything to say about their education. Regard for their intrinsic needs and wishes did not exist under the almost militaristic regime of school politics. Indeed, at that time, the leaders would have been highly pleased to invent a machine, into which the raw material could have been poured from above, and from which the 'educated youth', complete with grades and diploma, could be taken out below. Even the educational materials did not correspond to the demands, which life made on the school. Because of this and other lacks in schools of the past, a broad field of instruction and education remained uncultivated, an abundance of rare powers deteriorated in disuse, and it was left to chance, whether and how these could ever be regained for life.

"However I do not wish to criticise the former conditions with the attitude of one, who knows how to do everything better. At that time, these arrangements were held to be right, just as every age looks upon their own achievement as the highest, and even after us other standards will come.

"But there has appeared a new tendency, which takes account on the one side of social life, on the other, of the significant advance made in the study of adolescent psychology. This movement demands a new evaluation of youth itself, and with that, a fundamental reconstruction of the entire educational scheme. This revolution did not burst into flame suddenly; rather do the first beginnings reach far back and have their origin in England. The German leaders of this pedagogical reform—they are also called democratic educators—are Gaudig and Kerschensteiner. Their basic principle is the recognition of human personality in the child and, therefore, of the right of each individual to a certain independence. This theory has become constantly clearer and more effective. And after the Revolution, when the last restraining fetters had fallen, reformers could proceed to actual deeds. In many cases, other lands had already produced evidences of success. Our Austrian teachers volunteered to sacrifice and to place their powers in the service of this educational problem, which was now understood, even by the school administration, and received the sympathetic support of the state. Let our gratitude to them be expressed here, because it was done for our welfare.

"One of the most penetrating reforms, which the new education demands, is the change from the old 'learning school' to the 'activity school'. But one must not place too much stress on these names in a literal sense. It is much

more significant that self-activity of every kind—including work in the usual sense—is an essential characteristic of this educational renaissance. The Activity School is based primarily upon recognition of the fact that a well rounded, theoretical and especially practical study of the elements of our culture, forms the best basis for education. As a further weighty factor in contrast to the 'learning school', in which theoretical knowledge was treasured most highly, it is to be noted that the pupil is no longer to be dragged on leading strings through his school years, but the teachers will, so far as possible, give their time to stimulation and supervision of the pupil in his purposeful and independent development of principles for the understanding of culture. The pupil, himself, shall live the experiences, shall experiment and organize his ideas, shall educate himself, shall want to do it himself. And there we have the answer to our original question, for in our school the realization of the activity school is sought.

"The school of the future is to be built up by the cooperative effort of teachers and pupils. It is to provide an adequate preparation for later life; for out of it shall come complete individuals—human beings, who will know how to adjust themselves to all situations of life, and who will keep in view, not only their own welfare, but that of society at large.

"The state has recognized the peculiar needs of the Activity School. For what else are the B. E. A.? They may indeed be thought of as experimental institutes. To be sure that was one motive of the state in establishing them—to provide for educational experimentation. Furthermore, boarding schools were favored on the ground that, by the closer relationship of teachers and pupils, a greater influence of the former upon the latter was assured, and, therefore, more rapid development could be expected.

"At any rate, it is quite a peculiar feeling, when we think that we are valued and marvelled at as if we were experimental guinea pigs. But this is not what we want, and it depends upon us for the most part, to make a model institution out of the experimental institute as soon as possible.

"Now let us turn back again to our question. What do we want?

"We want to support with all our might this undertaking, which benefits not us alone, but society in general. For little has been attained in comparison with what we hope to accomplish. We are just at the beginning of the road to the Activity School, to a humanitarian school, worthy of mankind. But we have our goal before our eyes, and the will to attain it, and that is the chief thing! We want, as before, the understanding and cooperation of the faculty in our wishes. We want time and opportunity for assemblies of the school council, clubs and study groups, families and classes. It must be the problem of all who desire progressive education, to provide scope and opportunity for activity to the principal group in the school, the pupils themselves.

"Furthermore, we want to see the disadvantages of the boarding school, as compared with the day Middle Schools, ameliorated. Up to the present, September 1925, we have accomplished something, and we will not rest on our laurels, but will keep up our endeavors. Forward and upward for the welfare of youth and that of the whole society. We want to add to the old milestones in the history of our school new ones, of which the most significant will probably be the founding of our school council.

"We seek the amelioration of disadvantages, for we cannot speak of completely obliterating them, since, indeed, every advantage has some disadvantage behind it. The disadvantage, which is inherent in the boarding school, is the inadequate connection with life in the outside world and its social arrangements. We can work against this in two ways. First, through improved opportunities for going out into the world on suitable trips, and second, in the way that has been used up to the present. We all came from our families—out of the circle of our loved ones—springing from all places and ranks, piled together here in one institution, but we have adjusted ourselves within our new Homes and Families, and have found our brothers. We have no real mothers with us, but



we have our House Mother. We have also our Family Fathers, the Educators. We need no first class hotel, in order to know how we should behave at the table and elsewhere. Even if it is not possible for us to go often to a real theater, yet we have our own small stage, our own orchestra and——radio! Perhaps we enjoy our own festivals more than the most magnificent ball. We have our own fire company, our hospital, swimming pool, bath house; we have gardens, park and sport fields; we have our own newspaper and cinema, we have clubs and study groups. We will establish our own community government in the form of a school council, where everything shall go forward in as orderly a fashion as in the best social organizations. Yes, we have many other things, which should not be underestimated. But there is much that we do not have, and never can possess. Railways, street cars, ships, police, business, post, telephone, etc., or we have some of them only in very incomplete measure. All these are things, which we should know when we go out into life. Perhaps suitable readings would help a little. We must be on the alert to learn as much as possible about the outside world, and not merely study the multiplication tables and catechism, as was formerly the case. This can best be accomplished when we create within our own Home a miniature world, our own community, which differs from the real world only in its scale. It is to serve, not for play purposes, but for educational development, and when we undertake this sort of thing, that should be our highest goal.

"Our school council has a wide field of activity before it. It should take hold at any point where the interest of the pupils and the Home seems to demand it.

"I hope that I express the feeling of the Traiskirchen student body, when I say, 'We want to work for ourselves and the common good. We want to develop into real men through our own powers. In later life, too, we want to work in this same direction, and to improve conditions, wherever it may be necessary, according to the measure of our strength and ability. We will know how to go on our own paths, even in the role of leaders. We want to be the vanguard of true humanity, and we want to become true men ourselves.'

"The goal that we have set for ourselves does not lie near at hand, but we will not be held back by petty hindrances, for *Wir Wollen*."<sup>35</sup>

When one asks what sort of boys and girls these paragons in the B. E. A. really are, that requires an answer, which goes beyond figures on nativity, age and intelligence rank, but here are some impressions for what they may be worth. To begin with, the pupils of the B. E. A. are natural in their behavior, high spirited, fun-loving, yet courteous. All these are qualities, which are true to the Austrian character. Their slight reserve with strangers disappears on occasion and they talk freely about themselves and their schools. They answer questions clearly and with a direct gaze. This is not mere chance, but has become true, because the teachers have felt it important that their pupils should learn to deport themselves creditably in social intercourse. Most of the pupils appear quite happy and keenly interested in their surroundings and activities. Watching them at work or play, one gets the impression of well integrated personalities—youth that is confident, working vigorously and true to an inner standard, with little need for control by authority. In the briskness of school routine and with stimuli from varied interests, the pupils take on mental poise and alertness in posture. Slackness is so rare as to be

<sup>35</sup> Kaiser, Karl — *Heimzeitung der B. E. A. Traiskirchen*. 1. Okt. 1925. 2. Jahr, Folge 1 — s. 1.



conspicuous. The physical regime, as well as the ever-changing program, helps to keep up this fine equilibrium. These impressions, fallible though they may be as a personal judgment, are somewhat indicative of the success of the B. E. A. educational ideals, since the description concerns boys and girls in the years of adolescence, when obvious lack of balance is not uncommon.

Forms of courtesy in the B. E. A. are characteristic of the land and so universally observed as to be instinctive. Whether in his own study or the classroom, a pupil rises at the entrance of an adult. Not one, but six, spring up to fetch a chair, take wraps, or bring a book. Meeting some professors in the corridors a dozen times a day, pupils yet tend to give a slight bow and the folk salutation, "Grüß Gott!" The schools consciously uphold these practices, knowing that many of the pupils come from homes where courtesies are ignored, and believing that a reasonable degree of formality with adults, and a knowledge of social observances are indispensable in raising an internat — especially one for boys — out of the low milieu of life in the barracks. For this same reason the B. E. A. leaders value every added comfort and bit of decoration as contributing just so much more to the standard of living and refined behavior. Poverty of resources makes undue luxury impossible, even if they were not already clear as to the values of restraint.

The moral tone of the schools is apparently high, for reports of dishonesty, sexual offences, abuse of confidence, etc., which often come from boarding schools, are rare. Not that the Directors are reticent, or close their eyes to conditions, but simply because the quality of the pupils and their constant preoccupation with congenial activities leaves little leisure or interest for unworthy acts. Then, too, the schools are removed from undesirable outside influences to a great extent. The older boys are given much freedom. They live in separate apartments without a resident Educator, although he is on the grounds and continues to stand as adviser to them. They have the privilege of going into Vienna for weekends and to the nearby villages during free time. They are led to feel that full trust is placed in them, because their standards of conduct are built firmly on B. E. A. ideals. Younger pupils leave the institutions only for the regular vacations, but they may receive permission to go to the village alone or in a small group. They make many excursions of varying length with their Educators, and parents may come to them at the regular hours for visitors.

Within school bounds, the B. E. A. pupils are never seen marching about in lines, and there are no uniforms or standardized clothing, except as some of the schools find it convenient to have similar gym outfits. Many of the boys wear the national costume from Tirol and Steiermark — short trousers of leather or cloth and a gray coat with green collar and cuffs, or a colored linen jacket in summer. The girls dress simply, often in garments of their own making. Cosmetics are unknown, and bobbed hair by no means universal. As a part of the health regulations, the pupils are required to wear comparatively light clothing the year round to insure freedom of movement, hardiness and cleanliness.

In earlier years the clothing funds and collections of garments kept in each school, were heavily drawn upon. Now most families are independent of this aid, but it is still available at the discretion of the House Mother and Educators, who keep an eye on pupil wardrobes. Well patched clothing is common and worn without embarrassment. If the epigrams on frugal living have any force, these young people certainly have a good start toward high thinking and genuine values.

While life in the school is looked upon as a period worth living for its own sake, it is, of course, also a preparation for some future vocation. It is a fundamental tenet of the B. E. A. to have their pupils "experience to the fullest a present, which is always at the same time the threshold of the future." Both parents and teachers are keenly aware of the vocational problem as one of the most serious, which lies ahead of every boy and girl in Austria today. Control of opportunity lies outside their power, but it is evident from the proceedings of the Parents' Association that they are not blind to the usual means of securing jobs through recommendations. This is outside the province of the schools at present, but they do concern themselves seriously with vocational guidance.

In this connection it is worth while to consider the difference in attitude toward vocational choice, when a child grows up in a family and when he matures in an impartial institution. In the former case, the parents often have a pre-destined life course laid out for the youth. Probably this is more true of European families than of American, since the lines of opportunity are narrower and traditional preferences stronger there. At any rate, choice may depend upon limited information parents have regarding the chances in particular vocations. It may be influenced by their own success or failure, but it is commonly directed by a well intentioned aim to do "what is good for the child". Yet, with the best will in the world, parental judgement frequently goes astray for lack of outward vision and inner understanding of the strivings of the person most concerned. Thus certain family conflicts arise.

The school, however, has no specific goal for the individual or group. Particularly free from bias are the B. E. A., for they will not give any vocational trend to their curriculum, but hold to their ideal of a broad cultural preparation for whatever occupation the future may bring. They are not specialized higher schools to any great extent, and they do not in principle favor further education in university or technical institute above entrance into practical life, although they admit the advantage and necessity of the most thorough preparation obtainable in view of the competition and demands of the modern world. During their entire school life, the development of pupils is watched, discussed and recorded with a view to advising parents and graduates on the best choice of a vocation. From every side, social, technical and intellectual, the qualities and abilities of pupils are taken into account, as they can be by men, who have lived day and night with their charges for ten months of the year and for eight years. The staff members, themselves, are not narrow pedagogues, but are mature men, most of them with a varied and practical experience in affairs outside the school, so that their personal opinions

have foundation and scope and their study of vocational guidance goes beyond mere theory. There is, of course, a tremendous advantage in the range of activities, which every B. E. A. pupil tries out, regardless of whims and preferences, so that finally he and his advisers can be fairly certain of making a decision, that has some chance of being substantiated in later life. One director has done special work in vocational guidance for three years with the aid of the Psychological Institute in Vienna.

There is considerable range in the vocations open to boys from the B. E. A. Girls have fewer opportunities, partly because of tradition, but chiefly because of widespread unemployment at present. Graduates of the two Institutes for girls usually enter family life, or become teachers, clerks and social workers. The following table records the choices made by graduates from the boys' Institutes. Four fifths of these young men expected to continue some form of study, while one fifth planned to go to work immediately. The list contains no reference to secondary school teaching, but many students of philosophy; i. e. the liberal arts course in the university, will probably become teachers later as will a few students from other courses.

Vocational Choices of Graduates of 1927—1928—1929 from the Boys' B. E. A. Breitensee, Wiener-Neustadt and Traiskirchen.

|  |    |
|--|----|
| Government employees . . . . .         | 37 |
| Colonists in foreign country . . . . . | 2  |
| Army officers . . . . .                | 19 |
| Elementary school teachers . . . . .   | 11 |
| Medicine . . . . .                     | 23 |
| Law . . . . .                          | 51 |
| Philosophy . . . . .                   | 69 |
| Theology . . . . .                     | 2  |
| Agriculture . . . . .                  | 7  |
| Commerce . . . . .                     | 25 |
| Mining . . . . .                       | 2  |
| Technology, engineering, etc. . . . .  | 71 |
| Pharmacy . . . . .                     | 1  |
| Musie . . . . .                        | 4  |
| Arts and crafts . . . . .              | 8  |
| Business . . . . .                     | 3  |
| Practical work . . . . .               | 28 |

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The progress of pupils, who are products of the B. E. A., will be watched with interest both in the universities and in practical life, and an effort may be made to evaluate the aims and procedure of the B. E. A. on the basis of the achievements of their graduates.

It is improbable that the institutions themselves will undertake a very elaborate report, for they have neither the time nor money to give to such investigations. Faculty energies are consumed in teaching and

home supervision. Administrative and secretarial service is reduced to a bare minimum. No one would be willing to divert to research the funds needed in the schools for food, school materials or maintenance of buildings and grounds. Some of the B. E. A. teachers, themselves, are indifferent to the idea of such a study. According to their philosophy, it is enough to sow the seed and cultivate the field; the plants will bear fruit. To be sure, an individual here and there will not attain success as the world measures it, because of economic conditions beyond his control, but the richness of his personal life might still place him in the top rank of the B. E. A. graduates, judged by the ideals of these schools. Their standards are the sort that would be hard to formulate and hold fast to any objective tests of achievement. Hence their lack of enthusiasm for such an investigation. Many of the professors would like to know something of the after school careers of their pupils, merely as a matter of friendly interest, but most of them do not think the external facts would prove anything in particular. It is just possible that some of the subtler values treasured in B. E. A. life will not be found to pay in the present sharp struggle for existence in Austria.



Schoolgirls.

Linolcut.



## CHAPTER VII.

# THE SCHOOL COMMUNITY

**T**he concept of a Great Society forms the core of purpose in the B. E. A. The social situation is the dynamic force upon which the leaders rely for the development of ideals and powers, which will bring fuller life to the individual and expansion of service to the schools. Believing that the adult will contribute most to the good of the world, who has known in youth the pleasures and responsibilities of balanced community life, the founders of the B. E. A. sought to create conditions where each may serve in his own way with respect for the work of others, with consciousness of interdependence, and with appreciation of the harmony of the whole. These aims and the measure of their attainment are presented in the following article by Dr. Adolf Watzke, Director of the B. E. A. Traiskirchen, which has realized some of the conditions favorable to social education.

### "THE EDUCATIONAL VALUES OF OUR HOME.

"Our education comes, far more than we usually wish to grant, from the place in which we grow up, the surroundings in which our youth is passed. Especially today is this knowledge of decisive meaning for society, folk and nation, because the majority of modern men are town and city dwellers. For almost all of them, particularly those who reside in large cities, life has completely lost its unity. That is also the basic reason that human beings do not understand one another, that they oppose one another in hatred and strife, that deep clefts through the social structure have opened upon many sides, that class wars against class, race against race, party against party, interest against interest. Can one wonder when he sees how the city dwellers are forced to live? What would one expect from a laborer, who stands for eight hours at his machine in a dingy factory and then wearily returns to his narrow rooms somewhere in a third story, or to all his misery in a court or cellar? Does he see anything of the world of humanity? How can he have understanding for the peasant, if he has never seen him, never known about his work? And is it not even so with the professional man? Have not all of them the greater part of their knowledge of one another from the newspapers? And everyone knows what these journalistic reports of persons, classes and events are!

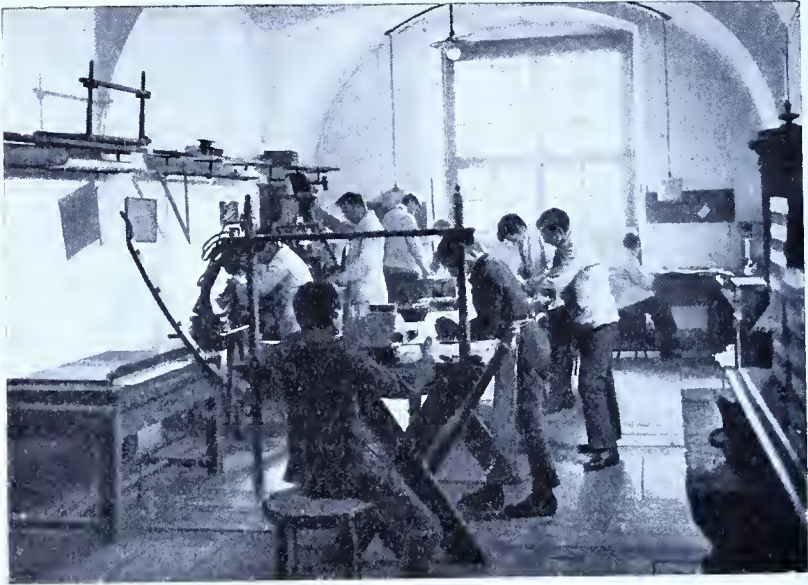
"Or have the 'highly educated' students in the universities—have our so-called intelligentsia a real knowledge, out of their own experience, of the life situation, of the appalling social, spiritual and moral needs of the lower folk strata? How has this come about? Even our secondary schools can no longer be truly called schools of the people—an honorable title, which only the Volksschulen and the B. E. A. truly deserve. In the Middle Schools, he who rises intellectually begins already to lose his connection with folk, with society, with life. Is that right? Is it desirable? Especially he, who is to stand



Garden Work.

sometime, somewhere in the world as a leader of his people, needs to maintain connection with the whole of life, the whole people, the whole society. And our boys in the B. E. A. are to become such leaders. Therefore, it is necessary and imperative that we lead them out of the narrow confines of the great city into a complete life, a complete world—not the segments of a world. Even as the city man never sees the whole blue sky stretching over his head, but only views out of window slits a narrow, crooked fraction of the heavens, so is his whole experience with men and the world a slit-like, jagged segment.

“Through the most impressionable years of life, every youth here with us not only sees the full dome of heaven arching radiantly blue above him, but this unity, this totality surrounds him everywhere. Our Home is a little World. Here are stalls and classrooms, work shops and laboratories, gardens and kitchens, but not set apart from one another. Neither is the teacher separated from his pupils, the official from his studies, the lads from their pleasures and friends. Indeed, a considerable part of our laborers, too—and they are many—not only work, but live with us. We recognize no gap between handwork and headwork, between youth and maturity. All live and work intimately together. The official joins in work with the teacher, the laborer with the pupil—all at one time and with equal zeal. Wherever there is a job to be done, there all work together in house and barnyard, on construction or in the garden, in the field or kitchen. Each day brings such unity of work, now here, now there. Over yonder a carpenter measures and saws, while a professor digs industriously, laborers carry steel beams, boys take down a wall, clean the bricks, haul sand—a single, busy, animated working group. Or there, standing by a table are fourteen persons—cooks, women helpers, boys and the dietitian—molding noodles with laughter and jests. Or there at work in smithy and shop are teachers, educators, directors, laborers, and boys all together. Or in the field a crowd of boys, women, teachers, laborers and the farm overseer are pulling beets out of the earth, or planting and cultivating the garden. This undivided world—farmers and gardeners, dairymen and craftsmen, officials and instructors—the boy sees before him day after day in their labor together, in the inter-relationships of their work. The roughest manual labor and the highest esthetic pleasure, physical effort and hard mental work combine to make a vital unity, which is clearly understood. The youth learns to sympathize with the whole world through his own participation.



A Shop for Bookbinding.

Day by day in close intimacy, he can come to know the work of the teamster, the farmer, the craftsman, the official, the professor. Their pursuits are carried on before his very eyes and ears. He must see and hear, whether he will or not. All events in stables, kitchen, shops and fields he absorbs without really being conscious of it. The world about him is rich enough to give him a complete picture, and yet so small that his youthful gaze can compass it. Nothing mars this picture, for everything which lies within our domain, belongs wholly and exclusively to us alone. That is an advantage not to be treasured too highly. Our world is rich, if one will only look at it. There is the barnyard with horses and cattle, calves and pigs, hens and ducks, cats and dogs, goats and rabbits. There are the fields and gardens, the park and all sorts of equipment needed for their care. There are shops for the carpenter, blacksmith, printer, mechanic and craftsmen. All the most important forms of manual work are represented. There is the whole matter of food, from provision room and bakery to kitchen and dining service. There are the scientific laboratories for biology, chemistry and physics with their innumerable fine tubes and apparatus, beakers and instruments, charts and collections. There is the wonderful world of the library. There are the studios for unceasing artistic creation, for zealous work in music. There is the cinema and lecture hall. There is all that serves for physical development—sport fields and gymnasium, pools and showers—everything in abundance. And finally, but not of least worth, there are the Family Homes, each different from the others, inspiring and inspired, making a hundred experiments in the search for an art of living. Where is anyone in this land, who could offer to children anything slightly similar?

"But it is not alone this unity, this totality of life which we hold to be so extraordinarily valuable. It is also necessary for developing youth not to be limited in space. Spaciousness is one of the first requirements of a productive education. Human beings must have room. The gaze must be able to reach afar. In narrow bonds, the spirit, too, is narrowed. Where space is restricted, where men must crowd and jam together, where doors and furniture obtrude on all sides, where at every turn one encounters obstacles, there is not the place from which joy springs. If we will educate our youth to freedom, to a broad view, to tolerance and generosity, then we must first of all give them open space. Cage-culture and prison-consciousness make crippled men and cowed souls. We want to develop human beings, who use their powers freely and with ex-





The Village in Winter.

Etching.

uberant spirits and, therefore, we are happy that we can give our lads this spaciousness in play and work, in learning and thinking, for body, heart and brain.

"Everyone who lives within this Home or is connected with it, should treasure all these educational resources, for they belong to the best that our school can offer. To no one then, can it be a matter of indifference how they are used, or in what condition they are found. Finally our endeavors begin to bear fruit—all these year-long, indefatigable and manifold exertions to make audible the harmony to all those sharing the labor, to make visible the many relationships, to make clear the possibilities of work and development, to let youth sense deeply the roaring and rushing of the hundred brooks, which unite in the great stream of our common work, to open the doors of their senses, their eyes and ears, and especially their hearts, to a real understanding of our little world. But this Home will first come to a full unfolding of its possibilities, when each father and each mother, each teacher and each pupil not merely knows what we desire and what is here, but works with us in conviction and enthusiasm."<sup>36</sup>

Critics may assail this program as utopian and reactionary, because it seeks escape from actual conditions of the present day. True, but it does not advocate permanent withdrawal from the turmoil, specialization, and complicated problems of modern life; rather does it seek more effective preparation for them. Some of the B.E.A. graduates may return to rural and village communities, but probably the majority will find places in the industrial and official worlds. Thus far, none of the B.E.A. are so bucolic in atmosphere as to raise the fear that their pupils will become devotees of the simple life, fleeing from responsibility and reality.

<sup>36</sup> Watzke — Heimzeitung der B. E. A. Traiskirchen.





The Christmas Market.

Watercolor.

There may be readers, who hold that this entire social scheme is unnecessary, since improved communications daily draw the inhabitants of the world closer together and, in the course of time, mutual interest and understanding will come of themselves. The leaders of the B. E. A. would grant the service that scientific invention may render toward socialization, but they doubt its effectuality at present. There must be an inner bond of sympathy and understanding before these mechanical agencies can function fully. Without mutual interest and ideals, such forces may tend to disintegrate, as well as unite. It is as if modern man held in his hands a key, but, not recognizing its meaning as a tool, he uses it as a toy, or even turns it into a weapon. In the midst of political strife and constant rumors of war, the thinking men of Central Europe may well be justified in feeling that steamship and telegraph, railroad and motor car, aeroplane and radio have not brought them nearer to their neighbors in any real sense than were their mediaeval ancestors. External are not enough. There must be a conscious reshaping of the inner man to establish social unity, and that is the great educational task of these schools.

In striving for its accomplishment, they value particularly the expression of their social ideals in the provision made for class and family groups, clubs and councils. The class was the social unit at the outset, and it remains so in five of the schools, probably because of the restrictions of space and arrangement under existing housing conditions. A typical apartment consists of the school room, day room, dormitory and adjacent washroom. There are classes which have no day room, but must use the school room both for study and indoor play. In such cases one corner



A Puppet Theater.

is usually fitted up with cupboards, tables and benches. Space is fairly adequate, for the classrooms were designed to accommodate eighty or ninety cadets, and now there are school benches for only half that number. But the possession of a day room provides scope for activities that strengthen social feeling and home atmosphere. Given the huge, bare room, each group goes to work in its own way to make its play-house livable. Friezes in brilliant colors portray folk life, school festivals, classic tales or fanciful creatures. Chests and hangings are decorated in true semblance of native peasant art. Furniture of original or historic design is built. Pictures, books and games are assembled. A piano or organ may be acquired to supplement the ever numerous collection of violins. This common room serves every purpose. Here the group gathers for private festivals, for discussion of plans and problems, for stories, songs, and impromptu theatricals, for reading, study, games, chatter, or craft work, for letter writing and clothes mending. Spontaneously each member develops a feeling of responsibility for the order and proper care of this room, since each has helped in its creation.

While it is true that favorable external conditions can enhance the social value of a situation, yet these should not be given too much weight, for group spirit often flourishes in schools without such material aids. To the adult the cozy intimacy of an attractive living room means more, perhaps, than it does to adolescent boys, who, intent upon games, books, or play with their fellows, often seem as vigorous and content in a comparatively bare room as in more attractive surroundings. To what degree they are affected by large numbers and by the relative monotony of constant association with classmates of the same age, one cannot say, but here again the skill and energy of a good leader in the person of the Educator, may raise the group response far above the typical level of mass education. However successful such efforts may be, it is undeniably preferable to reduce numbers and secure simple, but beautiful settings for the social life. Yet it is one of the most admirable characteristics of the workers in the B. E. A. that they did not wait on ideal conditions before attempting idealistic work. They began with little more than spirit, but lived their theories and shaped the setting slowly to accord with fine purposes.

In 1924, after a two year tentative trial by individual Educators, Traiskirchen adopted grouping by families throughout the school as a means of enhancing the social and educational possibilities of life in the home. This innovation had its roots partly in the experience of certain Country School Homes in Switzerland and Germany particularly those at Dahlem bei Berlin and Godesburg am Rhein. The philosophy of the Organic Community Schools<sup>37</sup> had some influence in so far as the B. E. A. teachers believed that the voluntary choice of leaders and a slight variation in ages would raise the genuine social spirit of a group.

To form the first families in Traiskirchen, every Educator and every boy indicated in writing his successive choices. Only four boys out of three hundred and sixty had to be placed by the directors. The most popular Educator was chosen by seventy boys, the least popular by two. When the old organization was given up, the number of groups was increased according to housing facilities, until there are now eighteen families. Class and age lines continue to be conspicuous, although not binding. Each family has from twelve to twenty-seven members with from two to five individuals outside the class and age norm. The smaller apartments for these groups have been briefly described. Obviously the privacy and freedom of smaller quarters is an important factor in minimizing the disadvantages of life in a large institution, where all is common property. Over-socialization can weaken the roots of individuality, and the danger is particularly serious when a boy or girl remains in the institution for eighty full months of his youth. So it is with a double sense of satisfaction that one looks at the newer cottages with their bright living rooms and small bedrooms for only two children, where gayly decorated

<sup>37</sup> Alexander and Parker — The New Education in the German Republic. — Ch. IX.



walls, a few pictures, a crucifix, perhaps a radio reflect personal interests. Often there are rugs, cushions and covers from home.

Nothing more is there than appears in any boy's room at boarding school except the walls painted by the pupils. Through them might be read the whole substance and history of the inmates' development, if one could actually know how and why the various motifs were evolved. When four or six boys share a room, the riddle is more complicated, for they work together on the decorative scheme, with relentless justice selecting the best design, the most skillful painters and relegating to menial service those who are only good at fetching ladders and holding paint cans. Sometimes the job goes slowly or is never finished, because aesthetic tastes change and the first free scheme no longer pleases, so it is covered up by a flat wash, eternally lost to art critics and pedagogical investigations. In its place may finally appear a conventional frieze or set of panels, disappointingly reminiscent of staid and respectable parlor wall paper.

Given the homes as mere shells, with the one bare necessity of beds as furnishings, each group at Traiskirchen went to work to "feather its nest". In the old riding hall there was an ever changing collection of



Painting a Frieze.



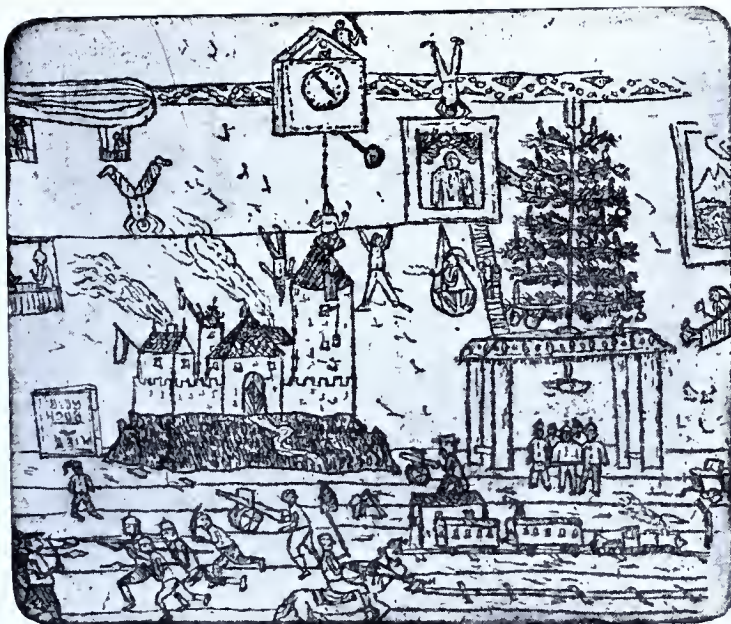


Thorn Roses.

Watercolor.

decrepit furniture that anyone might claim. who would take on the job of restoration. With the aid of the shop master and the school carpenter chairs, tables, and chests began to appear in useable condition, and fresh paint. One older group was lucky enough to have as an Educator one of the directors, who also happened to be a master carpenter. With him they constructed desks and high-backed chairs to furnish study alcoves in the window recesses of their wide corridor.

The newer homes with small bedrooms also have a common living room for the family. Here again occur problems in decoration and furnishing that carry back into the school. A group, whose special service is management of the main library, shows this strong interest also in their home life, for they have an excellent private collection of books, and have completed for the case a set of glass panels with designs applied in black lacquer. The walls of the room are colorfully decorated with a repeated all-over motif. The boys proudly state that the whole job was carried out free-hand, and required the cooperation of the entire family for spare time during two or three weeks. Some of the houses have private lawns and



The Toys in Action.

Etching.

garden plots, which have been fields of arduous labor, for the ground was full of stones and rubbish, and the local soil is not very fertile. But these drawbacks were faced courageously and the proprietors now gaze with pride on their flourishing grass and shrubs, while they make plans for flower gardens.

No period of the year could express so fully the depth of group feeling as the time just before Christmas, when every family was at work on its festival plans. For each one celebrated in its chosen way during the week before the holidays. There were eighteen family parties and eighteen Christmas trees, larger and more elaborately decorated by the younger children, who worked for hours over paper trimmings, wrapped nuts and candies in hoarded tinsel, and hung the branches with cakes and candles. The older boys were content with a tree whose green was relieved only by the white stems and yellow flames of burning tapers. Always there were songs, stories and poems, sometimes a few simple gifts, and then the baskets of "goodies". Theatricals were presented by several groups—two or three Nativity plays, an original Morality play, and a rollicking melodrama by Martin Luserke<sup>38</sup>, which ended in seven tragic deaths, and was much criticized by some of the pupils as having no relation to the Christmas season. But each family was free to shape its festival according to the group wishes at their present stage. That experience is lived fully and they are ready for the next. In each family there was the characteristic

<sup>38</sup> Martin Luserke formerly directed dramatics in the Wickersdorf School near Saalfeld, Germany. He now conducts his own school, *Schule am Meer*, on the Insel Juist in the North Sea. He is the author of *Jugendbühne*, a discussion of plays for childhood and youth, and he has also written a number of dramas.





Grampus with the Bad Boys.

Watercolor.

breathless pause as the boys gazed on the lighted Christmas tree and sang "Silent Night". One fifteen year old lad, who later confided his ambition to become an Educator, beamed upon his smaller comrades and drew closer to the Family Father as he said, "Isn't it beautiful that we are all here together!" with as fine a glow of feeling as if he were with blood brothers.

Three weeks before the real Christmas comes the rollicking festival of St. Nicholas. At dusk the pupils gather in the Homes and anxiously await the rattling and pounding of chains which announce the approach of St. Nicholas and Grampus. When the door is opened several devils rush in searching for bad children. St. Nicholas, attired as a bishop, asks the Educator to name the boys that have been good all year. His attendant presents them with apples and cookies. Then each devil or Grampus, looking very ferocious with his black fur and tail, long red tongue and pointed horns, seizes one of the bad children and gives him a good thrashing with a bundle of willow twigs.

Another gay festival comes on the Tuesday before Lent. Weeks in advance the pupils begin to plan their costumes for the masquerade, seeking original ideas and designs that will amuse the on-lookers. Family groups put on a stunt together or comrades work in pairs. Complete freedom reigns and jokes about school life and teachers are permissible. In the afternoon the parade is formed and marches with lively music through the school grounds and the village. When they return to the school a special tea with cakes is waiting. Afterward the jazz band furnishes music for dancing. In the evening there may be a brief concert or play, but usually each Home ends the day with spontaneous stunts and frolics.

The May pole is set up a month before the spring festival, so that all the small boys may practice climbing the tall, slippery tree trunk with its



The Fasching Masquerade.

Linolcut.

crown of evergreen. On a fine morning late in May heralds on horse-back wearing garlands of flowers ride through the near-by villages inviting everyone to the afternoon festival. The music begins and the procession approaches. There are cake-bearers and attendants. Then the King and the Queen of the May appear in a flower-decked carriage. Pairs of dancers follow them and circle about the May pole. Booths are opened and hawkers invite the public to visit the puppet theater or to try games of skill and chance. New and old stunts appear. Boys climb the May pole to seize the sweets and pretzels and sausages that hang near the top. Four boys at a time race to see who can eat his way first into the center of one great cake where a shilling is hidden. After a festive evening meal there is dancing and singing. This occasion is particularly delightful, because girls from the other schools are guests, many old pupils return, parents are often present, and the whole community celebrates an ancient festival together.

Sport meets also draw the alumni back to the schools. Their interest in athletics is strong and some graduate teams have been formed. The tenth anniversary of the founding of the B. E. A. was the occasion for organizing the alumni associations on a more definite basis. Some of these groups have been meeting intermittently in Vienna for years. Eventually the graduates hope to contribute something to the further upbuilding of the schools.

A B. E. A. class or a family is always under the care of one teacher, know in this capacity as the E d u c a t o r. He has a minimum schedule for instruction — perhaps no more than six hours a week — and free days when a regular substitute takes his place with the group outside lesson hours. Usually an E d u c a t o r spends forty-eight hours with his school family





The Spring Festival.

Etching.

and then has twenty-four hours free. He sleeps nearby, oversees bathing and dressing, shares their meals and recreation, visits class periods, supervises study hour, keeps himself informed on each pupil's physical condition and school record, maintains connection with the parents and home, and seeks to establish a relation of trust and understanding with each pupil. Evidence for the remarkable success of this relationship appears in faculty conferences, in the attitude of individual pupils and the atmosphere of daily intercourse. Not every man or woman can share the interest of youth so intimately, and it has been one of the great problems of the B. E. A. to find "real educators", but those who succeed find great satisfaction in the development of their charges. These councillors remain with a group through the eight years of school life, unless circumstances interfere or they find themselves better fitted to work with one age level. This is rarely the case, for a good Educator seems to grow with his group, and both parties are loath to separate prematurely.

The different classes or families take over particular responsibilities for service to the whole school during considerable periods of time. The library has been well managed by one family. Another group has dining room duty, which consists of bringing hot food from the kitchen, clearing away after meals, cutting bread, fetching provisions and giving free time to other service, when a kitchen worker is absent, or numbers of guests make additional work. A third family takes the responsibility of carrying mail and special messages.



Making the Garden.

As a means to social growth, the B. E. A. value above everything else the work of pupils in the service of the community — real labor for real purposes — varied in its educative values and never so prolonged as to become routine drudgery. During the years of reconstruction, there were innumerable calls for such labor projects as these: removing gravel surface from old parade ground, building of running track and sport field, reconstruction of park walks, removal of cement surface from target range to secure garden space, planting of terraces to check wash-outs, removal and trimming of trees, garden work at all seasons, repair of outdoor swimming pool, excavation and aid in construction of indoor pool, unloading of coal, hauling building materials, cleaning old bricks and construction of green-houses. Every undertaking is worthy of description and remains the center of interesting tales from boys and masters. Although the pioneer stage is passing there remain rich opportunities for the work of future classes through many years to come.

Side by side with these labors, which produce imposing results of permanent use to all, and which represent a considerable money value to the institution and the state, there stands also the service of the pupils as young artists, actors, musicians, writers, craftsmen and scientific workers, who contribute no less truly to community life. There is scarcely a branch of instruction, which fails to make connection with social purposes at some point. Although the B. E. A. insist that instruction is only a part of education, yet they are aware that it is a very important means, capable of enriching the whole from many sides.

Most classes have a rather loose organization, because the pupils do not care for the set of officials and parliamentary rules such as one finds often in American secondary schools. But again, the power of the class council is an individual matter which fluctuates from group to group and year to year. Social control is recognized as a useful force in

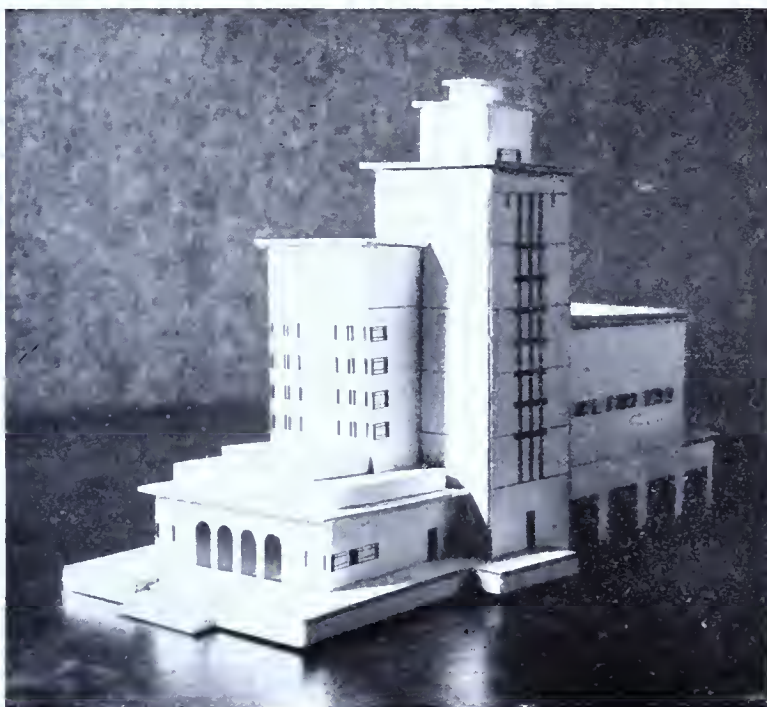




Mending Shoes.

governing behavior, but the personal influence of the Educator and his maturer understanding of causes and consequences, give the preference to authoritative or paternal handling of serious individual problems. According to the class advisers, their real difficulties are few after the period of adjustment in the first weeks, when irregular home habits still persist. Certain matters are promptly and definitely settled by the Direction, so that the pupils do not feel confused and troubled by excessive responsibility. They seem to be sure of sympathy and justice from certain teachers, but many of them are not satisfied with the amount of power they do exercise on minor decisions.

Each school has clubs formed more or less spontaneously by the pupils. There are literary circles for reading plays and poems, societies for chemical experiments, several for photography, two in charge of meteorological stations, others for plant and animal protection, dancing and dramatics, arts and crafts. Temporary organizations spring up for various purposes. One group made several books for the blind. A second repaired shoes for needy children in the village. A third contributed from their own slim pocket money, did odd jobs and collected the fund needed to send a sick comrade away for convalescence in a milder climate. But these free organizations are not as numerous and well developed as might be expected. The natural interests of youth are so well provided for in the regular work and activities of the school and home that there is relatively little demand for extra-curricular interests. Besides, there is very little free



Architectural Model.

time for their development and this, in the opinion of some staff members and visitors, constitutes a weakness in the general scheme of the Schools. Judgement on this point depends upon the educational philosophy one happens to hold. No one pretends that the B. E. A. are developed organically from the free initiative of the children, as were some of the Hamburg Community Schools. On the contrary, they are definitely planned according to the knowledge intelligent educators have of the needs of youth through various stages, and the demands of society at the close of school life. But they are so constituted internally as to afford reasonable freedom of choice within this frame.

The problem of freedom and initiative in this connection may be clarified by considering two extreme points of view in the current philosophy of "free" education: First, the withdrawal of influence, so that all that comes from the child is, as far as possible, his own discovery, invention or creation projected into various forms of expression by his own initiative and carried as far in development as his interest and force permit: second, the arrangement of a situation which fulfills the needs of childhood and youth, so far as experts at present know them, and within this setting, flexibility and opportunity for individual variation and use of initiative, not merely in selection of courses, but in the details of methods and material, which form the substance of school work. Between these arrangements fall most "new" and "experimental" schools. The B. E. A. are closely related to the latter type in theory, although they have not



succeeded in fulfilling the demands of self-activity and individual freedom in every class, partly because many teachers cannot work in that spirit after being trained in the old school, partly because no one yet knows the possibility or method of such procedure well enough. But they have made a beginning with socialized instruction, which is conspicuously successful in many classes, whether the subject be German, science, religion, art or history.

However, the fact remains that the B. E. A. have a situation far from militaristic, yet largely organized from above and outside the boys themselves. The teachers have not made much use of opportunities for self-determination by the group. There are several explanations for this reserve. With four fifths of the first year's enrollment made up of military cadets accustomed to rigid discipline, many of them resentful of the new school regime, the early attempts to introduce self-government were doomed to failure and discouraged further trials. Through the past twelve years, the B. E. A. have had many hard battles, which they could not have won without the leadership of forceful men, who sought to foresee and control every detail that might interfere with the stabilization of the institutions. To be safe, they had to guide things with their own hands, to build structures that left no gaps open to attack. The habit of authoritative domination is not easily dropped even though the actual need for it in the management of the schools is continually decreasing. Consequently the B. E. A. reform appears conservative to the apostles of "freedom in education", and its concessions to the governing power of youth minimal. Yet some of the leaders still feel that the intimate relations of the boys in class and family life do give abundant exercise to personal judgement, control of behavior and natural interactions with fellows, perhaps all the better because self government does not become a formal affair.

A further limitation on freedom in these schools, is the fact that they are state institutions. As such, they can not depart far from the bounds of the regular school system lest they lose the amount of progress they have secured and even endanger their existence. Consequently, they content themselves with small gains, realizing that educational advance is a matter of centuries. It is obvious that they could not continue to move forward continuously at the rate characteristic of the first years, nor do they enjoy the freedom of small private schools. These restrictions on the institutions are reflected in the degree of control they maintain over the pupils.

Another factor of weight, which accounts for the difference in emphasis on individual initiative in Austria and the United States, is the inequality of opportunity for youths to use initiative later. In a densely populated land with restricted resources, each person must fit into conditions as best he can and not expect vistas of opportunity to open at his commanding touch. This is a definite limitation on Austrian youth which makes it the part of wisdom to choose within the range of jobs at hand, to fit oneself for executing that work well, and at the same time to develop a range of tastes and abilities for the margin of energy and leisure which remains. So it is that the boys and girls of the B. E. A. accept the rather

fixed course of study, the practical work that needs to be done, the social organization the directors have found good, and think little of their own impulses or choice in these matters, because that is the way of their world.

In this same connection, it is interesting to speculate on the consequences of a fairly rigid school situation as it affects the power of pupils for forming independent judgements, undertaking projects, or producing creative work. Again there are two opposed points of view. One superficially assumes that whatever originates with the pupil has a value in itself, and fears that independence in thought and initiative in action will be impaired by the imposition of external or traditional standards. The other maintains that self-activity or originality has no merit in itself, but that its quality must be examined, and that can be rich and worthy only when based upon such knowledge of tested principles and facts as the teacher possesses. Here is the eternal field for argument in the realm of aesthetics, and a newer battle ground in weighing the value of pupils' gropings in self-government and learning of techniques. In fact, the question touches every subject and activity of the curriculum. No one yet knows how much children should be left to discover and work out for themselves, and how much should be taught them directly in the interest of thoroughness, economy and good habit formation.

The following incident illustrates the attitude of B. E. A. pupils to these questions. A school council was discussing the formation of certain new clubs in a meeting where the pupils were perfectly free to vote the measure down, to join or not as individuals, to select the form of organization, and to determine the purpose and method of work. After some argument, they decided to have a teacher as the leader in their club. That is, they voted against complete independence. That represents the usual state of club affairs in the B. E. A. It may be that the boys are so accustomed to guidance from above that they distrust their own powers in putting a project through alone. On the other hand, it is possible that some of them have developed such respect and desire for a high quality of work that they are not satisfied with amateur muddling, but want the direct benefits of expert advice, which enable them to accomplish more and on a higher level than they can reach by themselves.

But there remains a definite feeling among a few faculty members and older boys, that the groups are not given sufficient time or freedom for self-determination on matters within their grasp. An article by a sixteen year old student shows that the pupils crave more opportunity for discussion and choice, and that they believe the demand is justified by their success with projects they have already initiated and carried out.

#### "DISCUSSION EVENING.

"At the close of the evening given to discussion of the spring festival, when I made the suggestion that we should come together oftener to talk over matters which concern us all, there was an attitude of disapproval evident from all sides.

"I believe that I can trace that back to a misunderstanding of my idea.

"From my point of view, it is to our own interest that we arrange such evenings, because thereby our opinions and wishes can be given consideration and our Home will experience decided improvement as a consequence. Consider the meeting we have just had. The spring festival belongs primarily to us. We are to have the pleasure of it, and we should make and execute the plans ourselves.

"How does it please us better, when we can arrange it according to our own hearts' desire, or when it is planned as another wishes and finds expedient.

"Certainly we find far more satisfaction in the first method, for grown-ups can never put themselves completely in our place — can never fully understand us. Our joy in the festival will certainly increase the more it becomes our independent undertaking.

"I believe that I am in agreement with the majority on this point. Every reasonable person must acknowledge that I am right.

"As we plainly recognize the value of this evening, I would like to point out what great use we can make of such discussions in the future. We should not thoughtlessly pass over this opportunity. Let us try it.

"It is a great mistake of many people, that they want to pronounce judgement on a thing, before they really know it.

"Some one asked me what these discussion evenings actually should deal with, according to my point of view.

"Of course, I can scarcely give examples from the future, but I can point to situations, which have already arisen.

"About a third of all the Home citizens came together in Room 56, when we founded this magazine. It was we — we, ourselves — who made all decisions, so that we can quietly say, 'this is our work.' Is that not much better and more worth while than if some Educators and teachers had called the journal into existence?

"At the beginning of this year the sixth class wanted to make a ski tour. At that time, too, we settled all details for ourselves. We discussed the entire trip. The joy, with which all participated in this excursion, would certainly have been less, had the Director or some one else simply said to us, 'You will make the tour in such and such a way', and never asked us whether we liked it, or perhaps had other ideas.

"For many weeks there has existed a Society of Bibliophiles. Up to the time this organization was founded, everything which concerned the library, rested in the hands of one person. Many members of the community found certain regulations oppressive. Not uncommonly they would be heard complaining over this and that, whether with justice or not, I will not undertake to judge here.

"Now, since the Book Society exists, everyone has the opportunity in the open discussions, to give expression to all their opinions and to prove their contentions. Now all dissatisfactions can be openly cleared away. Therein lies the great value of discussion. Who can deny this really great service of our Society?

"It is the same with the highly developed discussions, already found in Family groups throughout our Home. There, too, each can present his opinions and argue about everything, which concerns the Family.

"Just as in these smaller groups, things turn up to which we all wish to take a stand, exactly so, in our larger Home, there occurs much about which we could all speak, and I say **MUST** speak.

"When the first number of our Home Paper appeared, doubtless all of you formed some opinion about it. Certainly you are not all satisfied with everything, which was there. Why should we not discuss that for one thing?

"There are still many arguments to be put forth, but whoever wishes to understand me, will have the insight and be convinced that discussion evenings can only bring us good, and that they are necessary for our school<sup>39</sup>.

<sup>39</sup> Rixner, Ernst: Familie Bichlbauer; Heimzeitung der B. E. A. Traiskirchen, 1. Mai 1925, 1. Jahr, Folge 3/4, s. 17.





Orator.

Pen Drawing.

In such arguments one feels the stirring of enthusiasm for free speech and democratic principles. To Americans, who hear much these days on the shortcomings and failure of democracy, there is something touching in the faith with which the youth and citizenry of new European republics turn to popular government as the solution for their problems. They are sure to encounter baffling obstacles and some disillusionments, but it is generally asserted by modern thinkers that the hope of civilization lies in a type of education that is more democratic, rather than less so.

Official disapproval of political clubs, which have occasionally appeared in the B. E. A., practically amounts to a ban against them. This stringency must be judged in the light of circumstances. Popular politics is a new game in Austria and played with much heat. Party lines in the universities have brought about open brawls and schisms between student groups. Imitation of these spectacular affairs easily finds favor among secondary school boys, more for the sake of excitement than principle. The outcomes are hard to foresee and control. They may lead to echoes in political circles with serious consequences for the school administration, which tries to work outside of party lines. Therefore, the B. E. A. discourage premature party affiliation and try to lay a basis for understanding prin-



ciples of government and economics, so that the youth who comes into use of the ballot a year or two after he leaves school, will at least have had the chance to balance party claims against facts, and can choose his way with some intelligence.

The school council has a definite place in some of the B. E. A. In others it is non-existent, or its functions are greatly reduced because of the paternal system in family and class groups, which takes care of most problems that arise without the need of convoking a formal representative body. All of the directors strongly disapprove of the council as a court of justice or parliament with final authority. Those councils existing either have limited powers or a prescribed field of activity.

In Wiener-Neustadt the form has been altered according to changing phases of the school's development. The first attempts to found a general council met with discouragement for the attitude of the former military cadets, the disturbed state of the times, the size of the schools, and the leaders' inexperience with the new social form were obstacles too great to be overcome by sheer will and idealism. For the time being, the teachers very wisely gave up schemes for self-government in the school as a whole and went quietly to work within the classes to build up gradually a sound group and community spirit. As each *Educator* found responsible boys, they became the nucleus of a council. The self control of the boys and their understanding for social goals grew with the years, and there came a time when the general school council seemed really feasible. Its organization was carefully planned. One of the directors of the school serves as chairman, an older boy as secretary, and representatives are sent from each class, giving a larger proportion to the four upper groups, where the A and B divisions both have delegates. Ten days before the council convenes, lists of the matters to be considered are posted on the bulletin boards. Every class is expected to hold a meeting, discuss each point and instruct their representatives, so that they will report the class decision, and not a personal opinion to the general assembly.

The meeting is called to order by the Educational Director and the roll of classes read. A report on the last meeting and the roster of questions for the day are presented. The latter are taken up singly for discussion and action. Conduct of the meeting is rather informal, for complicated parliamentary rules are not in force. Free opportunity for discussion is given and the decisive vote taken by classes. A very warm argument came up in the meeting, which handled the question of dividing the assembly into two councils of the upper and lower schools. The separation did not take place because, as the boys checked one argument against the other, the justice and educational value of having younger boys participate in the assembly of the whole overbalanced its disadvantages. The chairman held them to the points at issue, recognized speakers, and gave his opinion but did not influence their decisions unduly. The Director was also present and spoke freely, but took a defeat of his will in the matter with good grace. Other staff members attended, but took little part, which is worthy of note, for its often happens that so-called student councils are monopolized by faculty speakers.

Another type of specialized council or committee was a group at Breitensee, which was working on problems concerning the library, quite independent of any teacher. They were evaluating magazines that had been recommended for their subscription list. The boys showed a good sense of values in judging literary and artistic worth, and they conducted the discussion with skill and dignity. Reports on isolated council meetings are rather unsatisfactory, for they should be seen in succession and over a period of many months, in order to show the development of individuals and the school. Their true meaning is often best revealed by the animated discussions, which follow adjournment, either in odd corners or in class meetings.

The B. E. A. do not impose a monitor or prefect system as in many boarding schools where younger lads are dominated by the older students and the latter are made responsible for the behavior of the small boys. Within B. E. A. groups of mixed ages a certain spontaneous protectiveness of older for younger is cultivated, but not forced, and rarely are the senior students exhorted to be examples for the juniors. Each age is expected to live according to standards fitting its stage of moral development: regulations are more exact for the lower groups and less binding on the upper classes. Whether the B. E. A. give their pupils enough opportunity for growth in self-government or not, at least they are making some steps in that direction, and it is a line of development mapped out for the future.

A complete plan for social education cannot ignore such a vital problem as sex relationships in home, school and later life. The teachers in the B. E. A. are fully aware of the special needs of adolescence. They know that internats with congested quarters and diminished opportunities for association with the opposite sex may foster homosexuality, narcissism, or inversion of the normal emotional and physical drives. In avoiding such dangers within their schools, they depend upon several factors. First, they seek to cultivate a personal relationship between pupils and educators so that an emotional interchange combining love, respect, and interest gives each boy some assurance that he is understood by one near at hand, to whom his welfare is a matter of real concern for years. Second, in a living routine, which provides abundant sport and exercise, alternating with sufficient sleep and relaxation, but little idle time, they hope to secure that balance, which utilizes physical energy to a wholesome degree and prevents such perversions as may arise from inactivity. The importance of a simple diet and avoidance of stimulants is also stressed. Third, the attitude of the masters toward sex questions is of signal importance. They are direct and frank in discussion, whether the matter arises in a class for science, literature or religion, or in personal talk with an individual or a group. They do not underrate the importance of the boys' observations, nor seek to hold them to a cloistral view of sex life, but speak as if they anticipated marriage for each lad and wished to help him realize that it would be an experience of consequence, for which preparation is as needful as for his profession. Fourth, esthetic experiences in school and home are emphasized, not because they do, or should serve as substitutes for a direct



Tea with the House Mother.

sexual life, but that they may temporarily sublimate and delay the physical experience. The youth, who is receptive to literature, drama, art and music has thereby enriched his potential sexual life and simultaneously used that drive to open wider vistas of appreciation, and to discover finer media of self-expression.

Few teachers in the B. E. A. look to coeducation as a practical road to sex adjustment. Rather do they favor a degree of isolation of the sexes during puberty at least, not merely for the avoidance of difficulties connected with immature love affairs, but because they believe with most European educators that intellectual work is steadier and of higher quality, when boys and girls are separated. Furthermore, they consider specialization of interest safer for the individual and more useful to society. Efforts to treat boys and girls as if their minds and life needs were alike, seem to them mistaken and dangerous, particularly in consequences for the girls.

Every large boarding school for boys is attacked at once, because it lacks the balance given by feminine influence. The two B. E. A. for girls do not lack masculine elements, for one has a man as director and both have faculties where a fourth of the professors are men. But there are no women teaching in the boys' schools. Many of the professors are unmarried and the wives of staff members enter very little into school life.

To compensate for this one-sidedness, each boys' school has a House Mother, who exercises a great influence on the home life of the boys. They go to her freely with personal problems and are sure of sympathy and advice. Clothes are mended, difficulties discussed, pleasures shared, letters



are read or written in her sanctuary. Again and again she acts as mediator between a boy and the director, a teacher, or even his own Educator, altho the latter does not usually fail in understanding and works in closest harmony with the House Mother. On certain evenings of the week, one finds her cosy apartment full of boys of every age. A special tone of courtesy and warmth pervades the gathering, which is quite informal. Boys come and go at will, but always with a word of greeting or farewell to the hostess. She sits under a shaded lamp with her sewing, chats with one after the other, shares excitement over the games and watches the development of each boy. Even though the school may number four hundred pupils, within eight years the House Mother has opportunities to watch each boy in many different situations. She attends classes at intervals and comes to know the strength and weakness of lads, whose progress gives concern to their Educators and requires discussion with the parents and the Directions. Visits from relatives give her a chance to present personal interpretation of the boys to supplement letters and reports. Often the House Mother gets a new light on the home situation. Extra food supplies are provided through her, since she has partial oversight of the regular menu, sees to the extra allowance of milk for anaemic children and other cases requiring a special diet.

There is one school where the groups take turns having Sunday dinner with the House Mother. This is a special occasion and a welcome change from the large dining hall, for here they sit in pleasant intimacy at one long table with the festive air of a banquet. The conversation suggests a family reunion, as the Mother re-tells anecdotes from the past years of school life, recalling to this boy and that amusing earlier experiences, to the great delight of their comrades. The Educator is there, too, and his chaffing comments help to blow away any traces of self-consciousness.

Traiskirchen has now added an aunt to the staff and would gladly have a woman for every two families at least. The hospitals are in charge of female nurses, and there again the House Mother's visits are events of the day. Her presence and appreciation give a special value to all festivals, sport meets and other school events. These bring out also a number of mothers and feminine friends. Invitations are sometimes exchanged between the boys' and girls' B. E. A. Two of the schools have weekly dancing parties. These were instituted on the ground that boys not only needed the companionship of girls, but they would be at a disadvantage later, if they had had no practice in the social graces. One group has cooperated with a girl's school in the town for performance of plays, which have previously been studied in the separate classes. Their professors have undertaken the translation of Galsworthy's "Strife", because it so caught the interest of the boys as they read it in English that they insisted on its presentation.

But these occasional contacts of boys and girls will not satisfy the advocates of genuine coeducation. In reply, the leaders of the B. E. A. simply state that, however much they, personally, might believe in the desirability of bringing up boys and girls together, coeducation is, for the present, impossible in Catholic Austria. The Middle School law of 1927



expressly forbids coeducation. However, economic necessity frequently makes it expedient for boys' classes and girls' classes to be conducted in the same building. This happens often in village elementary schools and in town secondary schools. In the latter case, if the number of girls is sufficient to form separate classes, women teachers usually take charge. These are many girls' secondary schools administered by voluntary associations and supported by private funds, but aided and supervised by the state.

The two B. E. A. for girls are the only full state Middle Schools for girls at present, so that their existence has a peculiar value, to be estimated not so much in unfavorable comparison with the similar institutions for boys, but with relation to their promise of wider educational opportunities for all girls in Austria. The inequalities in the B. E. A. are startling and seem grossly unfair, because so much of the upbuilding of the boys' institutions has been the work of the pupils themselves. Excavation and construction are employments in which the girls would scarcely be expected to compete. But one could imagine a coeducational school, or a direct affiliation of two schools, one for boys and one for girls, whereby a division of labor might produce contributions from correlative masculine and feminine elements to the enrichment of community life.

It is clear that the B. E. A. have gone far, if they have not done everything yet to realize their ideal of a community, which will not only make school life socially fertile, but will prepare their pupils to take a worthy place in that greater society outside school walls. Many details of their program, to be discussed later under instruction, can only be mentioned here for the sake of calling attention to the social contribution made by assemblies for singing, orchestra, readings, cinema, drama and Sunday talks: by festivals, team games, sport meets, and school journeys. Instruction in every subject is designed to promote social purposes as well as individual acquisition of knowledge.



## CHAPTER VIII.

# THE PARENTS

The parents are regarded as an integral part of each B. E. A. community to a degree that is surprising, when one considers the factors, which might tend to separate them from the schools, were it not for the special efforts, which are made to secure their cooperation. Since most of the parents are working people with little leisure or money for travel, visits to the schools are infrequently made by those living at any distance. It may happen that parents feel less concern for their offspring, when they have secured them entrance to a reputable institution, chiefly supported by public funds, but when such an attitude becomes evident through carelessness in matters of parental responsibility, the Direction insists on cooperation or withdrawal of the child. They do not tolerate indifference, when the welfare of a promising pupil is at stake.

But the strength of the Parents' Associations and their many gifts to the schools are the best proof that a group around each B. E. A. has an enlightened view of the schools' ideals and is aiding the work, both by moral support and material contributions. The following report from one of the chairmen gives insight into their problems and activities.

### THE PARENTS' ASSOCIATION OF THE B. E. A. WIENER NEUSTADT.

"With the present school term our association begins its eighth year. What are eight years in the course of time? A short span which is of special meaning for us, however, since with this eighth year one generation will have ended their education in the B. E. A. and the first graduates will leave the institution, either to enter a vocation or, if favorable circumstances make it possible, to study in a higher school.

"For the young men and their parents this is an unusually important period of life and it is often decisive for the future. A look backward over the past years is fitting indeed, in order to give an account of the work accomplished by the Parents' Association and to show how far we have succeeded in cooperating for the good of the children.

"Four years ago when I took over the chairmanship for the first time, the Parents' Association was still in infant's shoes and its activities correspondingly slight and of no special significance.

"While the Parents' Associations of the B. E. A. Traiskirchen and Breitensee could undertake a program of growth and development and went far ahead of us, it was necessary for us to occupy ourselves principally with maintaining the mere existence of our B. E. A. Throughout three years the school was threatened either with dissolution or removal from Wiener-Neustadt to another place.

"Deputations to all influential officials alternated with resolutions and protests. The parents, as well as the directors and the faculty of educators and instructors, were continually in suspense and often did not know from one month to another whether they would succeed in preserving their B. E. A.

"Those were circumstances which hampered the Parents' Association and made of it a defensive warrior instead of a constructive agency.

"But as if it were not enough to struggle for the existence of the institution, it was also necessary to seek reduction of the demands of the Minister of Finance in relation to the scale of tuitions, so that a standard might be set within the means of parents from the circle of manual and mental workers. Here we succeeded in carrying out our stipulations for the greater part. Of special meaning for the parents are the following achievements: the total family situation is considered in determining tuitions; sickness is taken into account; delayed wage payments are deducted; for families with several children it is of importance that every child unprovided for, receives a one tenth tuition place when there are more than two children, including the one in the school. At the first conference on scholarship and tuition allotments for each B. E. A., representatives of the Parents' Associations were present and could protect the interests of the parents with a decisive vote.

"All such work has laid heavy claims upon the Parents' Association: it has repressed and limited activity and development in other fields. Nevertheless, in the seven years of its existence the Parents' Association has accumulated the considerable sum of 62,000,000 kronen (about \$ 800,000).

"This amount, with some small deductions, has been given to the school primarily to purchase books for the library, which had possessed none at all, also for magazine subscriptions, for some modest purchases of music, for slight contributions to the equipment of studios, shops and laboratories, for aid to poorer boys during their stay in summer at the Vacation Home in Nasswald and for other purposes. In short, everything was accomplished that was possible with the sums received.

"With all due thanks to the parents for their contribution and sacrifice, we must yet state that our achievements could be appreciably greater if all parents carried out their duty fully. Unfortunately this is not the case, for in the past year only 14% of the parents have paid the membership fee of 10 shillings (\$ 1.43) and only a very few the combined fee of 5 shillings (\$ .71) for library and trips. Sixty-five parents have paid nothing at all.

"Among these sixty-five parents are not, as one might expect, principally parents with small incomes: on the contrary, the majority of them could pay the full fee without difficulty at once. One suspects that the cause is ignorance of conditions or carelessness, rather than intent. Therefore, we beg all parents who are still in arrears with their fees for the school year 1925/26 to send them in and not to ignore the notices coming to them in the future. All the more, because today especially large expenditures confront the Parents' Association.

"In every sacrifice that we make, we must remember that all is done for our children without distinction: each shares in all which the Parents' Association creates and surely no one would desire to enjoy the fruits and to contribute no labor. Only when all cooperate, will each gladly give and offer his means to service. If there are parents, who hold this viewpoint, 'I will pay no membership fee, for I have not applied for admission to the Parents' Association'—then I must say to them that it is the moral obligation of parents, even without official notification, to join with us, for their children, too, use and profit by the improvements given by the Parents' Association.

"The organization of our Parents' Association is, as you see, not at a high point, but it moves forward and we hope that the present year will bring us a good way farther. Now that we have thrown a glance at the road already travelled, let us also look into the future and think what will happen to our boys when they leave the school. This question certainly concerns all parents, especially those whose sons are graduating. The problem is before us, but a satisfactory solution is found by very few.

"This matter was discussed in the last conference of the Central Committee of Parents' Associations for all the B. E. A. and the chairman of this organization, Mr. Ptaczowsky, gave a suggestion in this matter, which, if it is carried out, will, to a great extent, relieve many parents of their anxiety.



"How does a young man secure a position? By being capable and having good reports in his school bag? Yes, if he has luck and that is very rare! Usually a young man receives his appointment through recommendations, because the supply of workers is so great and the demand so small. Then what do we need for our children? Recommendations! But these are just as hard to secure as positions. One must have connections; then one obtains recommendations and even an appointment.

"In order to procure these connections for the parents a great society, 'Friends of the B. E. A.', will be founded, to which parents from all the B. E. A. and influential persons will belong.

"This association will have the function of supporting B. E. A. graduates with advice and aid, of being useful to them in securing positions or scholarships for advanced study.

"The larger the association, the more manifold its connections and the greater its possibilities of service. A beginning with this scheme is to be made at once and, therefore, it is necessary that all parents of the present graduates inform the committee immediately of their agreement. The same procedure will be carried out in all other B. E. A. and when this preliminary is finished, there will be time to speak of further organization. Of course all other parents may immediately join the association and proceed to interest persons of influence in its objectives. We hope that this idea falls on fertile ground and that its importance for our children is fully grasped.

"In closing our report, I feel obligated as chairman to express, in the name of all the parents, our sincere thanks to Director Tesar, to the educators and instructors on the faculty and to the House Mother for their cooperation. At the same time I hope that we may continue to work together as before in the common endeavor of preparing a life road for our children, upon which they may advance until they reach the end of their school path and become able citizens of our republic.<sup>40</sup>

Thus organizations of parents, conference days, festivals, contributions, leaflets, reports and correspondence serve to keep fathers and mothers in touch with the schools. The various publications are of particular service, both the pupils' newspapers, reporting events from community life, and articles written by staff members on subjects dealing directly with educational problems common to home and school. A few topics from "News for Parents" and "Education", two small papers issued by the B. E. A. Traiskirchen, show the range of subjects treated in response to questions from the parents and to needs felt by the school for clearer understanding and support.

Parents and School Home.

The German Middle School.

The German Upper School.

Idols: Marks and Reports.

Health Precautions.

Our Meals.

Sex Education.

What We Are Not.

Civic and Social Education.

The Great Society.

The Educational Values of Our School Home.

<sup>40</sup> Cemernjak: Der Turm — Jänner 1927, Nr. 1. s. 6.

Our Fundamental Educational Principles.  
Apart from the World.  
The Athletic Meets of the Boys' B. E. A.  
Our Leaving Examination.  
My Child Does not Tell Lies.

From this list it may be seen that the schools have a double problem in relation to parents. First, they must allay prejudice due to misrepresentation, so that they may secure an enrollment representative of the whole country, and composed of pupils really worthy of the opportunities offered. This can best be done by making the parents active and ardent supporters. Not only are they urged to aid the work of the schools by supporting of the parents' association, but they have recently been given a closer personal connection in Traiskirchen, where each school family has acquired a foster father and foster mother from the group of real parents, who thus work directly with the Educator. The second part of the problem is to continually educate the parents, so that they will not only understand, but also uphold the school policies, while the children are in the institutions, and when they are at home for vacations. This is difficult, for many of the parents have had limited educational opportunities and narrow experience. They look upon these schools as a surer road to social and business advancement for the younger generation. They concern themselves little with details, but have an idea that success is most surely attained through traditional ways of learning. They measure progress chiefly by the marks that stand on reports, urging their offspring to study hard, in order to win the teacher's approval and "get on". Other parents, fortunately, are aware of the opportunity for all-round development, which the B. E. A. offer in unusual measure. A few accept these advantages unthinkingly as a part of the state program for welfare work, and lay aside their obligation for training and understanding their own children. Many hamper the work of the schools and hinder the adjustment of the pupils by misguided acts of devotion, sending packages of food, because they fear the new diet will be too strange and distasteful, or questioning the policy of the Direction with reference to their children, thus interfering with the regulations and fomenting discontent among the pupils.

To all these parents the schools present a solid front, for they have built up a program of health, studies and government which they firmly believe will advance the welfare of the pupils. They intend to secure the nominal cooperation of parents at the outset, to gain their confidence and sympathy by degrees, so that, in the course of several years' attendance at one of these institutions, each pupil will have become the intermediate agency for a real type of Folk Education, whereby his parents, too, acquire new insight into the ideals of education and the meaning of the B. E. A. for Austria.

## CHAPTER IX.

# THE TEACHERS

Austrian Middle School teachers have the rank of state officials. Their standing is not merely a matter of honor, but it rests upon a real and essential basis in the reorganization of salary schedules. The law of January 1, 1927 was designed to place teachers' salaries on an equality with those of other officials and professional groups in the service of the state, to graduate justly the incomes of Middle School teachers of all ranks, to adjust pay to living costs, and to fix the basis and rate of pensions.

There are three main classes of secondary school teachers: assistants or substitute teachers, unappointed or probationary teachers, and regular teachers who are divided into five salary groups according to their previous academic and professional training. The assistants and substitutes may be unappointed candidates awaiting the state examination, specialists for elective subjects, or retired teachers temporarily returning to service. The probationary teacher may or may not have passed his professional examination. If he has a temporary position, he is subject to recall, but he may remain securely in a situation for years before receiving a permanent appointment. Probationary teachers usually become regular teachers within four years after passing the state examination.

The division of the regular teachers into five salary groups is made according to the school course they have followed. Those in the lower groups may have been educated in the elementary school, *Bürger-schule*, vocational school and pedagogical institute. Those in the higher groups have attended the Middle School, and a technical institute or the university. Group Five, the highest salary group, is made up of teachers, who are graduates of the Middle School and of some department in the university, although they do not necessarily hold a doctor's degree. All regular teachers have passed the state examination, have served as apprentices one year, and have received a permanent appointment. They may be transferred from one school to another, at the discretion of their superiors or in compliance with their own wishes, but this seldom happens at present because of the extreme shortage of living quarters.



Salaries of Austrian Middle School Teachers.<sup>41</sup>

| Year of Service <sup>42</sup> | Annual Income in Schilling <sup>43</sup><br>for Salary Groups determined by Academic and Professional Preparation |      |      |      |      |
|-------------------------------|---|------|------|------|------|
|                               | 1   | 2    | 3    | 4    | 5    |
| 1                             | 1650  | 2060 | 2240 | 2670 | 3410 |
| 3                             | 1820  | 2140 | 2320 | 2750 | 3530 |
| 5                             | 1890  | 2220 | 2420 | 2830 | 3730 |
| 7                             | 1970  | 2360 | 2520 | 2910 | 3950 |
| 9                             | 2050  | 2500 | 2770 | 3150 | 4240 |
| 11                            | 2170  | 2800 | 2970 | 3500 | 4530 |
| 13                            | 2290  | 2960 | 3170 | 3740 | 4820 |
| 15                            | 2410  | 3120 | 3470 | 3980 | 5150 |
| 17                            | 2530  | 3480 | 3740 | 4330 | 5480 |
| 19                            | 2780  | 3760 | 4010 | 4620 | 5910 |
| 21                            | 2920  | 4040 | 4350 | 4910 | 6340 |
| 23                            | 3060  | 4320 | 4670 | 5200 | 6770 |
| 25                            | 3280  | 4600 | 4990 | 5580 | 7200 |
| 27                            | 3500  | 4880 | 5310 | 5960 | 7650 |
| 29                            | 3720  | 5160 | 5520 | 6270 | 8210 |
| 31                            | 3940  | 5440 | 5730 | 6580 | 8770 |

<sup>41</sup> Bundesgesetzblatt für die Republik Österreich, 31. Dez. 1929, 103 St., s. 1770.<sup>42</sup> Salaries increase automatically every two years and are paid in twelve monthly installments.<sup>43</sup> The Austrian Schilling is worth about fifteen cents. Divide by seven to estimate income in dollars.

The salary schedule for regular teachers provides for an automatic increase every two years during thirty-two years of service. No provision is made for teachers of special ability to receive higher pay. There are graduated increments for equalization of salaries in relation to those of other state officials and to living costs in various cities. Directors or principals and their assistants are regular teachers who receive a higher salary according to the size of the institution and their responsibility for the pupils, which is, of course, greater in boarding schools like the B. E. A. than in the day schools.

All state officials, including teachers, still receive an allowance for living expenses. Men with families are granted a sum for each child and persons injured in the war receive compensation monthly. Teachers contribute 3.2% of their income to the retirement fund in monthly payments. At present a pension equal to 78.3% of the salary last received is paid to teachers as well as other officials who have completed their full term of service to the state. Those who serve a shorter time are granted a smaller percentage of their last salary after ten years in the schools.

State employees must pay 1.5% of their monthly salary into the national sick fund, whereby they are assured of medical attendance, hospital care, medicines and dental service at greatly reduced rates. No salary deduction is made for illness, even though the teacher may be

unable to perform his duties for a year. Teachers' organizations aided by the government provide various types of insurance and there is a fund available for unemployment doles. Pensions are paid to a considerable number of widows, since the great majority of secondary school teachers are men.

Previously there were liberal arrangements for leave of absence on full pay and even now a stipendium is offered when the teacher is to pursue a definite line of study or to make a specific contribution. Applications for leave are passed upon by the Ministry of Education. During the summer vacation of two months many foreign language teachers travel in other countries and part of the expense is paid from school funds.

The detailed regulations<sup>44</sup> regarding Middle School teachers are incorporated in national law and are uniform in every secondary school. Many provisions for protecting the rights of teachers indicate the power of official and professional organizations. They also reflect the European trend toward state responsibility for the individual.

The practical effect of these arrangements for the Middle Schools in general and the B. E. A. in particular is significant. No distinction is made between teachers of different subjects, as such. That is, if an academically educated professor with a doctor's degree happens to be a craftsman by avocation and prefers to work in the smithy with the boys instead of teaching them mathematics, he may do so without being financially penalized. Half of his required teaching periods must be given to his special subject and a slightly larger number to metal work, according to the teaching load customary in different departments. That is, he may teach mathematics ten hours per week and spend twelve hours in the smithy. In reality, most of the craft teachers are not graduates either of a Middle School or a university. Generally they have come through the elementary grades and a trade school into the teaching profession and belong to one of the middle salary groups. But with the school reformers now demanding opportunity for all pupils, regardless of future vocation, to attend Middle Schools and universities, with the modification of secondary school curricula and with the growing emphasis on university training for all teachers, the distinctions in professional rank may tend to become less rigid. This salary law is one indispensable preliminary to that end.

Again, there is no legal distinction made between Middle School teachers, who instruct in the lower classes rather than in upper grades. If an academically trained master prefers to teach arithmetic to eleven year old boys instead of advanced physics to the graduating class, he is free to do so and will still receive equal pay.

Teachers of physical education now belong to the highest salary group, because they combine their special subject with study in some other field that gives them full academic rank. Music teachers are not yet on the same level, but standards for them are being raised by requirements that they shall be graduates of Middle Schools and of the University Seminar for

<sup>44</sup> Taschenjahrbuch für Mittelschullehrer in Österreich 1928—29.

Musical Education. It is probable that more teachers of arts and crafts will eventually belong to the highest salary group, for their requirements are also being raised to include graduation from a secondary school, a special art education course, and from the Academy of Art, which is of university standard. There seems to be no distinction between teachers who have come through the scientific course of the Middle School rather than the classical, nor between those who matriculated in the technical department rather than the faculty of philosophy in the university. All may belong to salary group five.

These differences do have an effect when the teaching load is assigned. A philologist, i. e. a teacher of native or foreign languages, is supposed to carry seventeen hours as a maximum load in a week of six days, and he must be reimbursed for classes in excess of that limit. It is, of course, assumed that this number of class hours represents ten or twelve additional hours for outside preparation and correction of pupils' work. Teachers of arts and crafts carry a normal load of twenty four hours, while mathematics and science teachers carry twenty hours, since studio and laboratory work are supposed to demand less outside time. All instructors may teach certain additional hours with a proportionate salary increase.

E d u c a t o r s in the B. E. A. have the number of class hours reduced to free them for supervision of the pupil's home life. They may belong to any one of the five salary groups. Recently this has become an avenue for the probationary teacher to gain experience and to take up class instruction gradually. However, there are still many B. E. A. E d u c a t o r s who belong to the upper salary group and have the highest professional qualifications. By personal preference they carry a minimum teaching load of six hours a week and receive additional pay for extra periods. They spend most of their time living with the pupils. No attempt is made to calculate those hours, for home supervision is not merely a matter of physical presence in a particular spot for a specified length of time. E d u c a t o r s are granted two free days a week and two Sundays each month. Thus they are relieved from constant association with adolescents and they have some leisure for cultivation of private interests.

The consequences of the new salary scales are felt by Middle School teachers all over Austria. But they have a particular meaning to faculty groups in the B. E. A., because it has been one fundamental aim of these schools to wipe out professional snobbery and to value equally the work of each member of the staff. It is obvious that a school reform proposing to treat handwork and headwork as of equal educational worth, cannot advance far so long as the teachers within the schools hold themselves apart as distinct castes of craftsmen and intellectuals. This line of demarcation is more distinct when financial rewards are unlike, and it will remain perceptible until the general attitude toward mental and manual work is considerably altered.

Although there is much specialization of function among the faculty members of the B. E. A., they have succeeded in creating a democratic atmosphere in sharp contrast to the rankings of the old school system. This did not come without effort and it has real significance as an



indicator of liberal school reforms. It is not easy to place the teacher of metal work and gardening on a par with the Latin professor, or the Educator who plays with the younger boys, supervises their baths and dressing, on an equality with art and science masters, for the higher schools of the Old World have been strongholds of an academic hierarchy. But here again the ruling social ideals of the B. E. A. permeated faculty spirit and slowly forced apart the barriers of professional caste feeling. Of course many of the men were drawn into these particular schools because of enthusiasm for their activities and sympathy for their social aims, but there was also the residue of military men from the cadet schools and a few of those ever-present human sluggards, who seek only a comfortable berth, wherever the state provides it and their qualifications give entry. But these have tended to drop out and give way to the positive elements making for professional strength and unity in the B. E. A.

A factor which still contributes much to the mixing of faculty ranks in the B. E. A. is the diversity in experience and interest of single individuals. A few examples from various schools will illustrate this breadth of proficiency. One man directs classes in free gymnastics, teaches history and theory of music and is, himself, an organist and composer of repute. A special director of home life is also a cabinet-maker, professor of economics and psychology, and supervisor of health and nutrition. A priest who gives religious instruction, directs the chorus in folk songs. Another director is an expert in forestry and agriculture as well as a violinist. A teacher of gymnastics has introduced the weaving of rugs by the Persian process. A special director for business and organization is a professor of natural science and psychology, and an apiarist of wide repute — "all the sick bees in Central Europe come to him". So one might go through the entire roster of B. E. A. staffs and find the majority of teachers possessing a wide range of ability, experience and training.

Further evidence of the scholastic caliber of the faculties is disclosed when one glances through their private libraries. In spite of the poverty of these last years, they have kept on gathering books for professional development and leisure enjoyment, often at the sacrifice of material necessities. Yet these teachers decry overvaluation of "dusty books", and their culture is not limited to library shelves. Many of them join regularly in chorus singing and orchestra practice. Some are skilled in crafts and work side by side with the boys in cabinet work, lithography, book binding or carving. Paintings by the art masters appear at intervals in Austrian and foreign galleries. Participation in sports is common and many of the teachers look forward to hikes, skating and skiing trips with as much zest as the boys themselves. Such diversity of interests and abilities causes the faculty to value highly all-round education for each pupil, to appreciate the work of other departments and to cooperate more effectively. Unity in point of view is further enhanced by the fact that everyone of the staff is in direct contact with the pupils through instruction. There are no mere administrators. Directors, business managers, councillors — everyone except the doctor, nurses and House Mother — hold regular class periods. Consequently when the faculty meets to discuss matters of administration,

school policy, educational practice or the pupils' progress, they have this one common ground at least and need not always argue from divergent points of view. The B. E. A. staffs still find ground enough for arguments, but schisms might be wider, except that the leaders in the Central Direction have stood out firmly for unified organization and the local directors have sought to realize that ideal in the separate schools.

The director of each school has a double function as state official and leader of the institution. In the former capacity he is answerable to the Central Direction of the *Bundeserziehungsanstalten* in the Federal Ministry for Education and Instruction which allows him considerable freedom. In the latter, he is the representative of the entire school community — faculty, pupils and parents. The influence of the directors depends largely upon personality. They are free to exercise considerable authority and they may attain or fall short of autocracy, according to temperament. Most of them have been at the head of a single B. E. A. for the major part of its history and thus they have shaped the individual character of the schools. The more aggressive have used their position well and fought hard to secure the needed funds and suitable conditions for the work as they believed it should be carried on. In the disturbed state of affairs, which followed the Austrian revolution, courage in decisive action was needed and brought its rewards. Of course no director can go further than the will and energy of his staff, but the example of a forceful, idealistic chief has given encouragement to like-minded colleagues and stimulus to all. The attitude of the directors seems to be this: "We have definite goals for these institutions. We have an able body of *Educators* and instructors. The pupil material is fine and the will of the parents good. It is our job to provide and maintain conditions that will promote the work of teachers and pupils to the fullest extent possible." Whether the need is plumbing or microscopes, violins or skis, the directors bend every energy to secure what is required. As one sees the swimming pools, hot-houses, work shops and sport fields that are the common work of boys and teachers, backed by a little money from the state and occasional contributions from the parents, one realizes that no need is too small and no ambition too great to be gratified by persistent effort. Although all the directors were school men previously, they are also practical men, who believe more in the educational values of labor and life than they do in books alone.

In interviews with parents they have need of all the insight and firmness they can muster. Often a policy of the school is undermined through home influences. This is particularly regrettable when a pupil's health is weakened by the use of spirits and tobacco, or lack of proper sleep and diet during vacations. Once the schools have accepted a pupil, they expect to hold him through an appreciable period of his development and they cannot afford to have him lose ground for lack of cooperation from the home, so that the directors must often "lay down the law" to indifferent parents, either by letter or personal interview.

There is also a considerable amount of work to be done in shaping public opinion about the B. E. A., so that they may really fulfill their purpose as schools of opportunity open to all children of the land. Many

false impressions have to be corrected. Because of their predecessors, the B. E. A. are falsely reported to be disguised military academies for the training of a new Austrian land force. Because of the similarity in certain features to other state boarding institutions they are mistakenly stigmatized as "poor schools", orphanages or social welfare projects. Since the school reform is sponsored by the socialist party, they are incorrectly branded as breeding grounds for socialists and communists. The directors must give a clarifying reply to such misinterpretations, if they are to keep alive trust in the B. E. A. and extend lines of connection with parents and elementary school teachers. To this end the directors publish occasional brief articles in popular journals, issue a school paper, hold conferences for parents, maintain touch with professional organizations and, before all, devise ways for the pupils themselves to speak for the inner life of the schools.

In the selection of a director, the entire faculty of the school has a voice and, although their decision is not final, the Ministry and Central Direction tend to accept their recommendation. The governing power of the faculty depends upon the skill of the director in securing cooperation and the personal force of individual staff members. In theory the faculty council is a democratic body, empowered to direct the policies of the school<sup>45</sup>, but in fact, the majority of the staff are content to leave most questions of administration to a strong director, so long as they have satisfactory conditions for work in their respective departments. Regular conferences provide the opportunity for debating general questions. Many details are handled outright during the short pauses of the day and not allowed to crowd conference programs.

As repeatedly indicated, the members of each B. E. A. staff are divided into two groups — *E d u c a t o r s* and instructors. An educator lives with a class or group, acting as personal adviser and class chairman. He is present at physical examinations, has meals with his charges, shares sleeping quarters with them, participates in their sports and evening recreation, supervises the study hour, keeps informed on school progress of individuals, visits recitations and confers with parents. In order to carry this heavy program of personal supervision of pupils, the *E d u c a t o r s* are given a shorter schedule of teaching and at least one day in the week is completely free from home responsibilities, if the councillor wishes to have a regular substitute take charge of his group.

The instructors may give full or part time. As the name indicates, they are primarily concerned with class instruction. But the limitation of the instructor's influence, suggested by the statement that he is only responsible for class hours, does not give an entirely true picture, for there are many instances of instructors living within the schools or nearby, who are often visited by the boys, and there are others who spend a part of their free time in studio, laboratory or shop. Sometimes they are carrying on their own projects or research side by side with their pupils. The fact that the schools are institutions operating twenty four hours a day makes

<sup>45</sup> Taschenjahrbuch für Mittelschullehrer in Österreich 1926/27, s. 5.



them true centers of community life. It stimulates faculty participation in extra-curricular activities and causes the teachers to use the school facilities for their own work to a greater extent than occurs in day schools where everyone leaves the building at the conclusion of the scheduled time.

It is interesting to speculate on the select quality of the faculty groups in the B. E. A., for obviously schools for superior children should have superior teachers. But for them there is no special examination and selection committee such as those for the pupils. When a vacancy occurs, it is publicly announced and the faculty may recommend three candidates. The Central Direction also makes a recommendation, but the final appointment is made by the Minister of Education.

The qualifications of Austrian Middle School teachers with reference to their previous education and the requirements of professional training are rather high. Applicants educated in the elementary school or an incomplete Middle School course followed by trade school, must have additional work in theoretical and practical pedagogy and pass the state examination for teaching their special craft. Applicants educated in the elementary school or an incomplete Middle School course and the pedagogical institute, are examined and certificated to teach the subjects and grades for which their studies have prepared them. Applicants, who are graduates of the Middle School and the Institute for Physical Education or Music, must pass the state examination in their specialty and serve a term as apprentice teachers. Students from any department of the university or technical institute must have spent a minimum of eight semesters in courses so balanced that they have a major subject and two related minors, one of which must be philosophy. They may take the state teachers' examination without becoming candidates for the doctor's degree. Either with or without the degree, they must serve one year as apprentice teachers in the Middle Schools. The majority of teachers in the B. E. A. come from this latter group of university men and women.

The teaching candidate may exercise some choice as to the school, the professor and the courses during his apprentice year. Usually one of these students is to be found in each B. E. A. He attends regularly and assists in classes, takes charge at intervals, and prepares plans and reports to be discussed in conference with his supervising professor. The latter makes written recommendation as to the student's fitness for the profession, his response to suggestions, his scholarship, preparation, skill in teaching and relation to pupils. Such data is contained in the annual report of that B. E. A. to the Central Direction, in the Ministry of Education. The candidate may then receive a temporary appointment and, in the course of time, depending upon the number of openings and the quality of his work, he will be installed as a regular teacher.

Once permanently appointed, he becomes a state official with legal rights depending upon his rank, and he cannot be removed from the teaching service, except for serious offences defined by law. But he may be transferred from one institution to another by his own wish, at the discretion of his superiors, or the request of his colleagues. Within the B. E. A. there is special freedom in the exchange of teachers as the needs of the

different schools vary and individuals appear better fitted to particular situations.

Splendid as these professional standards may seem, there is another element needed to explain the quality of B. E. A. faculty groups. Executives, who were merely efficient, and professors, who were merely scholars, could never have created these schools and brought them to their present high development in the short space of twelve years. The real impetus for the growth of the B. E. A. has come from the idealism and devotion of the teachers, some of them called to posts in the Ministry and others at work within the Institutes. These schools are the outcome of an emotional force — call it sentiment, if you will, patriotism, enthusiasm or idealism. But without such strong motives, it is hardly probable that men and women would have held to their tasks with courage and self-sacrifice through incredible difficulties.

Frequently an educational evangel arises and stimulates scattered followers to action, but it is not often that the opportunity comes for apostles of liberalism to unite several groups in concerted action on an extensive school reform such as the B. E. A. Rarely do idealists gain control over established institutions, and seldom in modern times do they utilize the appeal to emotion as well as reason, in order to inspire devoted service and sacrifice for an idea. Intellectual control must keep the balance and make the forces of feeling effective in their results, but cold calculation alone cannot give the impetus, which may carry an idealistic movement far before it falters and begins to center effort on the tedious search for ways and means of attaining its goal. The chief thing is to have a clear and lofty goal which determines choice and action at every critical point. Then if compromise must come, let it be with the understanding that it is a temporary truce with insurmountable obstacles. Forced again and again to reef their sails against contrary winds, the leaders of the B. E. A. have yet followed a fairly consistent course. Material want, political strife and obsolete practices have checked progress and curtailed plans, but the teachers know where and why they have fallen short in realization of their dream. What was possible in the past has been done well and the future holds equally great promise for these schools if their independence is unhampered and their teachers continue to uphold the standard that has already become a well known B. E. A. tradition.



Mushrooms. Cardboard Print.

## CHAPTER X.

# EDUCATIONAL PRINCIPLES AND PRACTICES

The Austrian Educational Institutes stress heavily their role as homes and regard instruction as one of the more important means among other forces, which bring about education in its fullest sense. Their courses are of high standard and in the class periods one finds many examples of education through activity, integrated instruction, creative work, and incidental learning, four principles which have become slogans for progressive schools on the continent as well as in England and America. Although the B. E. A. have accepted the official school types and curricula, they remain critical of certain points and they are determined to continue the inner reform.

The following principles are characteristic of instruction in the B. E. A. and are outstanding in certain classes. Many of these would apply as well to other Austrian Middle Schools, where directors and teachers are seeking the same objectives by similar means.

Broad interpretation of the goals of education.

Flexibility in schedule, curriculum and method.

Respect for the individuality of the teacher.

Freedom and activity in class room procedure.

Response to the needs of pupils and situations.

Emphasis on immediate experience rather than secondary information.

Supervision of preparation.

Economy in use of time and effort.

Concentration of periods and subjects.

Provision for rhythms of work.

The educational goal of these schools is two-fold. They were established to meet a national need and at the same time to provide personal benefits. Both these objectives have been discussed previously. The schools still champion an educational ideal that is comprehensive enough to provide for the inner development of their pupils as well as for their practical equipment with the knowledge and skill expected of secondary school graduates.

The B. E. A. continue to feel their responsibility for preserving and transmitting the elements that formerly gave Austria high rank in intellectual, artistic and technical fields. They know that a country reduced in size, adjacent to restless nations, and involved in political reconstruction with all its bitterness and disillusionment, must exert great effort to stabilize its internal affairs.



The mountainous character of the region, the migratory streams which have passed back and forth over it for centuries, the rise and fall of dynasties, and the shifting of political boundaries have given to the population anything but a homogenous character. Varied racial strains, multiplicity of dialects, opposed economic interests and political factions with their distrusts and fear, complicate the problem of national re-



A Metal Sign.

construction. It is one of the great services of the B. E. A. that they bring together youths from all the separate states of the union—from the mountains of Tirol and the Italian borders of Kaernten, from the plains of Burgenland and the upper Danube valley, from the crowded quarters of Vienna and the hill villages of Steiermark. Children in the first classes understand one another with difficulty, when each speaks his own dialect, but in the high German of the school they find a common language. Unfortunately it cannot be said that a corresponding mixture of social levels takes place, for it is obvious that children from well-to-do homes and well adjusted families do not often apply for admission to a state boarding school. But the desire for national unity is the chief motive behind the school reform, and it is often reflected in B. E. A. practices.

In the fight over the new curricula the B. E. A. held fast their original ideal of a balanced education and their right to act independently in enriching the courses was officially recognized. Their status as boarding schools enables them to supplement the curricula of the day schools and thus compensate for the limitations of official outlines to some extent. They have special afternoon and evening classes offering electives according to individual taste, and they give a certificate for such work in addition to the regular school reports and diploma. Obviously, these extra-curricular activities do not command the same respect from teachers and pupils as did the same pursuits when they were a recognized part of the school curriculum. Now the teacher's personality and the pupil's bent, determine the enrollment in special courses for music, literature, art, crafts, etc. Some persuasion is used and the Educators advise their charges to make use of the opportunities offered. Under such an arrangement there is always the danger that too little free time will be left for the individual. When regular classes are over, there are still lessons to be



A Carpentry Shop.

prepared and special courses to attend, so that the margin of leisure becomes quite small and the pupil may feel that electives are burdensome.

Since these schools operate on a twenty-four hour schedule ten months of the year, including the short vacations which many groups use for trips, they have had an unusual opportunity for experimenting with flexible schedules. They find that it is possible, even in large state schools, to alter the program occasionally to meet immediate needs. The right snow comes for skiing, a rare cold snap for skating, a film of unusual quality, a seasonable demand for garden work, a festival is to be celebrated, a spring day invites young artists, or an emergency demands labor hands, and the program can be modified to accord with the demands of the situation. This principle of flexibility is not only important in its outer functioning, but it is even more significant as it penetrates the inner organization of single courses and molds the attitude of professors. To be sure, there are pedagogues in the B. E. A. who grow anxious over the loss of a single hour when they view the mass of subject matter to be covered within a year, and these men point with righteous wrath at the sum of curtailed periods. But on the whole, there rules the principle that certain occasions of immediate importance are worth seizing, and that the end result is gain, if the present is lived fully and completely. Thorough organization takes care of compensation, so that one department does not continually suffer the loss in time, but that, too, is fairly distributed. This

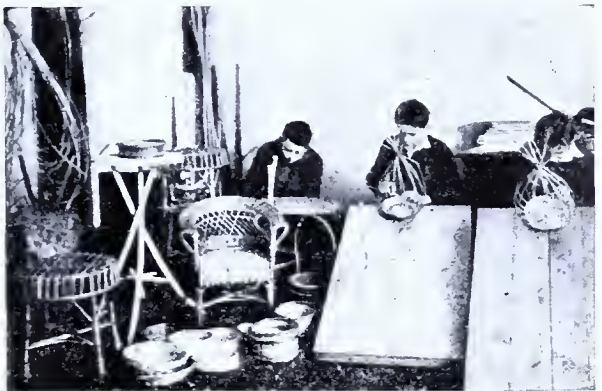




The Model.

freedom is significant as an illustration of the philosophy of the B. E. A. with regard to the interrelation of education and instruction.

It would be absurd to maintain that all classes reach, or even strive to work according to the principles listed, for there remain some instructors, who are bound by habit or comfort to the traditional procedure of lectures, or recitations with formal questions and answers. Others, by nature or conviction, have developed teaching techniques, which are superior in purpose and results. The standard tends to remain a matter of individual philosophy and personality, for the conferences on method, the demonstration lesson, or the visit of a supervising critic are rare occurrences in the higher schools. Each professor's schoolroom is his castle and he works there in his own way. There are, of course, many informal exchanges of opinion and experience, especially in these last years when school reform has been a burning question in Austria. Tolerance of differences is a settled policy of the Central Direction of the B. E. A.: for they respect the unique traits of the teacher, as well as those of the pupil. They believe that the effort of adjustment to unlike personalities and methods of work has an edu-



Basketry.





Wood Sculpture.

cative value for the boys and girls. They feel that the institutions are richer than they would be if regulated according to uniform standards. The one demand is the completion of the required curriculum.

In a class room at intermissions, the pupils are quite free and a master rarely interferes to secure order, even though hilarity waxes high. But on the teacher's entrance, the pupils take their places, greet him and remain standing until a word or gesture settles them for work. The conventionality of this ritual is more apparent than real, for it is an old school custom, breaking down to the extent that not all classes now spring to their feet in the middle of a period, when a teacher or visitor enters. Class work is conducted with considerable

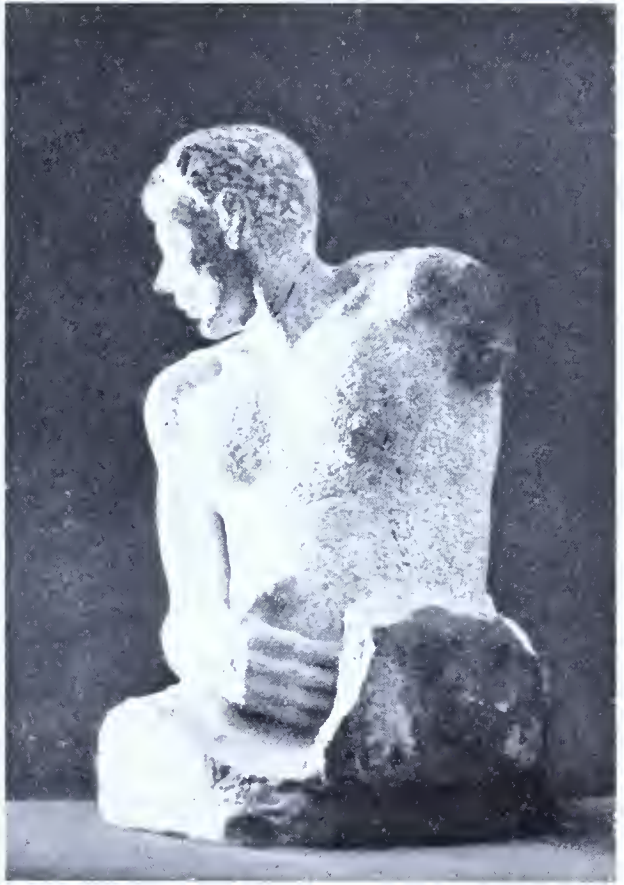
informality at times. The master, who sits at a desk on a high platform, is rarely found. Usually the instructor is down among the boys, working with them directly, whether they are handling ideas or concrete materials. Sometimes he is hard to find, because the work seems to be going on independently. One group may be preparing microscope slides; in another classroom some lad is giving a report; a third class reads a play aloud; in a fourth group forty hands are sketching rapidly. Each pupil seems to know the technique of his work, be it literature, economics, science, crafts or art. Yet the teacher is always there, — suggesting, praising, correcting, enjoying the drive of the group, but foreseeing difficulties, insuring economics and, above all, studying individuals.

The intimate knowledge of the pupils, which most B. E. A. teachers possess, is clearly revealed in faculty conferences. In spite of the class system and many special teachers, most B. E. A. masters seem to know their boys thoroughly. Here, the Educators have the advantage, of course. Again and again, when one admires the skill of a professor in managing a class, and the enthusiasm of the pupils for the subject he presents, some one replies, "Yes, he does that well. You see, he is the Educator for that group and he knows his boys as well as his subject. Why shouldn't he? They have lived with him for four or five years, gone skiing, tramping

and swimming together dozens of times." The understanding for adolescent natures thus gained, spreads out beyond the immediate family or group of a particular master. One can, with comparative certainty, pick out during class periods the instructors, who are also Educators; and it is easy to detect those teachers, who are not and never have been, in any close personal relation to the pupils.

Most B. E. A. teachers tend to let their pupils work as individuals and not be too much bound by class organization. They do this without any of the paraphernalia of individual instruction materials, but are guided only by the simple rules of personal understanding and adjustment. Usually the master is so lost in a subject that he cannot bother with the incubus of special method. Enthusiasm for the material itself creates a situation where everyone is active and hard at work. The classes are not particularly quiet. It is amazing how thirty boys can talk at once, when they get excited about worms, and yet be understood by an instructor who is equally interested. All depends on the mood that fits the situation. In the cinema, the boys themselves will not permit a murmur. That goes without saying for concerts and theater. Always there is the hush of concentrated effort in laboratories, studios and work shops. Discussion and drill periods usually have a rapid tempo and free speech, pursuit of a point being valued more than orderly, one-at-a-time discourse.

In the beginning these schools were blessed with a paucity of text books, notwithstanding their library statistics, for much that they had on the shelves was out of date or unsuitable. Many books that they needed were not yet written or were too costly for purchase either by pupils or schools. As a result, a great part of the instruction has the virtue of immediacy, coming directly out of experience and observation. The teachers are not satisfied to have a class study about a thing, but prefer to have them handle and see the thing itself. When neither object, situa-



Stone Sculpture.





In the Garden.

tion, nor book are at hand, the professor steps in and makes the matter as vivid as possible out of his own knowledge and research. The professional standard of the faculties makes such a contribution easy and accurate. Recently special effort has been given to library expansion and particularly to loan collections of school books. The cost of supplying free text books to the many needy pupils in the B. E. A. is so great that this plan must proceed slowly.

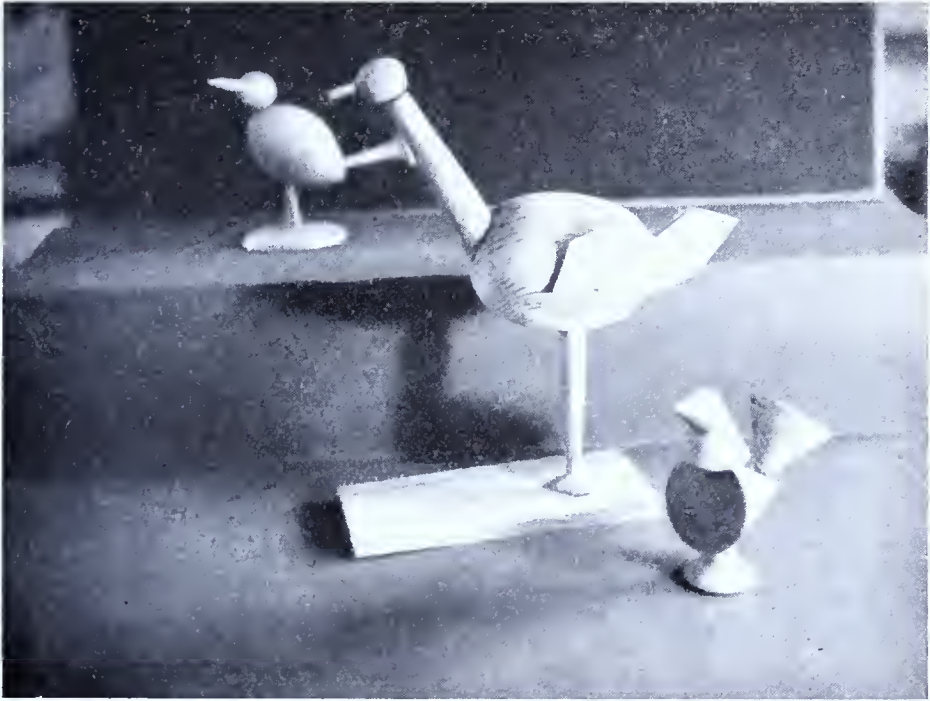
There is comparatively little time given

by the younger pupils to required preparation outside of class. The two hour study period in the late afternoon is devoted chiefly to reading, composition, foreign languages or mathematics. Upper school students work again at night. But almost every class hour might be called a period for supervised study, since selection of essentials and drill on them, outlines and discussion of projected work, and criticism of achievement tend to suggest principles for effective independent study.

It is the rarest exception that one leaves a class period in a B. E. A. with the feeling that the time has been wasted or poorly used. Ordinarily the entire group participates in the work. Teachers are well prepared and skillful in developing the theme or handling materials. Treatment and work tempo vary with the subject. Balanced variation within a single or double period, or a succession of lessons, is a principle receiving special consideration. A rhythm of work, which combines various aspects of a subject, which takes cognizance of changing moods, which remains steady in purpose and follows an inevitable line of development, not only secures good results in instruction, but likewise has a wholesome effect on the attitude and habits of the pupils. When they have worked at good speed, been stimulated in two or three directions, felt the glow of tangible achievement or the satisfaction of real enjoyment, they have truly made the school work a part of themselves, and then the contribution of instruction to education is fruitful.

The element of time and its distribution are factors of no slight importance in evaluating the efficiency of school work in these institutions.





Wooden Toys.

Their twenty-four hour control of the pupils' activities gives them an advantage over the day school. They have also made some experiments with class schedules, which are interesting and suggestive even to the school, which has limited supervision of the pupils' time. All of the schools have the same calendar for the school year, which ordinarily begins September 15th and closes July 15th. There are four short vacations, amounting to one month in all—a week in late October, one at Christmas, Easter and again in early May for the selective examination. With the exception of the Christmas vacation, these holidays are often given to school journeys, so that the total time pupils spend outside school influence is actually little more than two months during the year. The school week has six days. Since the greater part of each afternoon is given to arts, crafts, music and sport, even the Wednesday and Saturday half holidays are practically disregarded, and Sunday is the only free day.

Most of the schools follow a daily program, similar to this one, which was used in Traiskirchen during the winter semester of 1926/27.

- |                       |                                       |
|-----------------------|---------------------------------------|
| 7 : 00 — 7 : 30       | Rising, exercise, showers, dressing.  |
| 7 : 30 — 8 : 00       | Breakfast.                            |
| (1) 8 : 00 — 8 : 45   |                                       |
| (2) 8 : 45 — 9 : 30   | Classes.                              |
| (3) 9 : 30 — 10 : 15  |                                       |
| 10 : 15 — 11 : 00     | Second breakfast: rooms put in order. |
| (4) 11 : 00 — 11 : 45 |                                       |
| (5) 11 : 45 — 12 : 30 | Classes.                              |

- 12 : 30 — 1 : 00 Dinner.  
1 : 00 — 1 : 45 Free time.  
(6) 1 : 45 — 2 : 30  
(7) 2 : 30 — 3 : 15 Periods usually given to crafts, music, etc.  
(8) 3 : 15 — 4 : 00  
4 : 00 — 4 : 15 Afternoon tea.  
5 : 00 — 7 : 00 Study hour.  
7 : 00 — 7 : 30 Supper.  
7 : 30 — 9 : 00 Evening assembly or family groups.  
9 : 00 — 10 : 00 Bed.

During the years when they were least restricted and most inclined to experiment, the B.E.A. directors planned their lesson schedules to give each class a good distribution of single and double periods. The former were fifty minutes long and the latter one hundred minutes or less, the termination of a long period being left often to the discretion of the instructor. In Traiskirchen in 1926 the amount of time pupils spent in long periods was nearly equal to that given to short periods. That is, the balance between long and short periods was practically even, with a slight margin in favor of the longer work span when the totals in time were compared. This distribution of work time held good for the lower classes as well as the upper groups. The longer periods were not confined to arts, crafts and sciences, but were also tried at regular intervals for languages, mathematics and social studies. The usual arrangement for science was one double laboratory period and one single class hour per week. In this connection, it is important to note that European secondary school courses of study tend to continue a subject through several years and to distribute the pupil's study over more subjects for a longer length of time than is customary in American high schools.

The time schedule formerly preferred in the B.E.A. had a double period first in the morning, followed by a single period, then the long recess and another double period, or two single periods. Some schools prolonged the morning by another single period; others placed this in the afternoon with the double period for handicrafts. Such shifting often depended upon the season of the year and the earlier rising hour or need for outdoor work and recreation. This, as an ideal scheme, often had to be modified, because of the difficulties of schedule construction. The principle of combining periods was freely practiced by teachers, who had two or more subjects with a class. For example, a professor giving both German and English, would disregard the program calling for one today and the other tomorrow, because he found it advantageous at times to give two or three successive days to German and then compensate by devoting the corresponding amount of time to English. Within the course of study there was conscious provision for concentration of subject matter in related fields.

So far as the combining of class periods is concerned, the gain from







adopting some double periods was said to be two-fold. Many teachers claimed that the quality of instructional method was improved, because greater interest and more thorough grasp of the subject were obtained, when the topic was approached from several angles and treated in a variety of methods during an unbroken class session. The objection that a one hundred minute period was too long for effective work in a single subject with adolescent pupils was made, but enthusiasts said fatigue did not occur when there was adequate provision for active participation and some variation. Instructors also stated that time was actually saved in the concentrated schedule, since the let-down, due to change of class and teacher in the break, was eliminated. There appeared to be a difference in attack on a subject, when pupils and teachers knew they were settling down for a long stretch of work, rather than a brief span, soon to be cut short by the sound of the bell and a dash to another class, another subject and a different teacher. These educators were convinced that a variation in the working span was desirable and they reported the outcomes of their schedule arrangement as beneficial both to the pupils and the teachers.

The B. E. A. Breitensee has experimented with a schedule so formed as to give a two-fold concentration or rhythm to the week's work, by placing the realistic subjects in the earlier half of the week and the humanistic subjects in the latter half, or vice versa to balance faculty hours. The exigencies of schedule making prevented any absolute demarcation and results are indeterminate. But the practice is one which has been tried in certain Swiss and German boarding schools, with considerable satisfaction. Even the year's work in the B. E. A. has a marked seasonal rhythm, because of the conscious allowance that is made for additional time to be given outdoor labor and sports during the fall, spring and summer months. More lies behind this arrangement than the mere recognition of expediency. Many B. E. A. teachers have a definite feeling that human beings work best and live most fully, when the life regime is in accord with the rhythms of nature. In the spring and fall, for example, many classes are held out of doors as regularly as the weather permits, with no fear of losing efficiency, because the pupils are accustomed to the changed situation and find it so much in harmony with their hunger for the open air at these seasons that the quality of school work actually improves.

The regulations of 1927 have forced the schools to curtail their experiments with the daily schedule, because there are greater demands on the pupils' time in certain



Lesson in the School Park.



Wandering.

Crayon.

courses and flexibility is somewhat limited. Double periods are now confined to laboratory science, arts and crafts.

Outside the regular class programs the following features are strongly developed in the B. E. A. as additional opportunities for education:

School journeys and field trips.

Study day and trimester theses.

Theaters and concerts.

Lectures and reports.

Radio and films.

Libraries and clubs.

These do not appear in every school, or in like form every successive year. It is hard to discriminate between their social and instructional values, both of which are included in education, but it is worth while attending to them under both heads.

Walking is a favorite pastime in Austria, and field trips are not novelties introduced by the schools. They have simply appropriated and applied to their own purposes a well established national custom. On holidays the forest paths around every city are alive with people, young and old, who climb the hills for the sake of a fine view, and then sit in a cafe garden near a ruined castle or a well-preserved cloister. Since the war there has come an intensified interest in sports. Splendidly equipped swimming baths are numerous in the cities. Clubs of various sorts have their cabins in the mountains and near the lakes. Welfare organizations



provide vacation trips for the needy. In the winter special sport trains carry skiing parties up to the mountains. At times the railroad stations in Vienna seem to be invaded by an army with spears as the gayly attired crowds with skis on their shoulders leave the crowded coaches. The schools have been glad to use this popular interest in recreation as a support for their program of health and education.

The range of experiences that can be packed into a school journey of one to ten days is astounding. Preparation beforehand and systematic use of data afterward are matters of course, if the purpose is predominantly instruction rather than recreation. Yet it would be hard to find a B. E. A. teacher, who would admit that the pupils brought back any the less information from a pleasure trip. One director did say that his boys returned from ten days of skiing with wonderful gains in physical vigor and "empty heads, thank goodness!" They brought back such appetite for work, such a store of fresh impressions, that they progressed at a rate in sharp contrast to the boys, who had had no break in school routine. As a rule, excursions are valued less for their direct instructive working and more for general stimulation, reality and novelty of experience, exposure to strong contrasts and unconscious absorption of multiple impressions. There may be an immediate outcome in use of data, analysis of the experience, or development in some form of expression, but this is not mandatory in every case and may be long delayed, for the teachers are quite satisfied with the inner working of such experiences.

That the pupils have the same point of view is evident from this plea for more night trips, written by a sixteen year old boy.

#### "NIGHT WANDERING."<sup>46</sup>

"Up to the present, longer or shorter walks on beautiful starlit summer nights have not belonged to the program of our Home. But last year one class undertook something of the kind. These lads wandered, however, only a single time, and the idea seems to have been forgotten. But I do not believe one needs to conclude that there is no desire for such trips. Even at that time, as this group departed, it was plain that many of us would have gladly gone along. I can still remember quite well how the boys, wrapped in cloaks, gathered in the vestibule, and the rest of us went back into our homes. Many envious glances followed that receding group. I know that, at that time, we all wished to go. But the matter was forgotten, because there was no common discussion of this excursion, which was stimulating in itself. But the individual cannot alone bring to pass a thing, which concerns the group as well as himself. And when one or the other of us tried to take up the question opportunely, new experiences poured in on the boys and they received so many fresh impressions, that these caused the interest and the picture of that night to fade. How many good ideas are lost in this way.

"From the educational standpoint such a night wandering seems to me valuable. Each family, and, in a further sense, the entire Home, should not only be an assembly of human beings, who eat, live and sleep in the same rooms, but they should compose an organic society. The individual members should not only be bound together by external needs, but also by intrinsic

<sup>46</sup> The German word "wander", rather than the American term "hike" has been retained in many places, because of the obvious difference in purpose and mood suggested.



interests. And what brings people closer together than a common experience? A walk through our beautiful country here on a still, bright night would certainly be an experience of meaning to each of us.

"Each human being, especially in this stage of development, has need for something, which is, on the one side poetic, and on the other romantic and adventurous. No educator can ignore this. Rather is it his problem to guide this impulse of young people in the right direction, to offer them something fine and good. A night wandering into unknown country would be excellent. In the night, which makes every object appear transformed—real, yet with something of the unknown—every youth could satisfy a certain hunger."<sup>47</sup>

The B. E. A. confidence in the reality of this personal enrichment for each pupil is greater than their satisfaction with concrete results, which appear at intervals in various forms. A mere factual record of route, time and purpose gives the barest suggestion of the place such journeys have in school life. Only through participation can one understand the meaning of these trips to pupils and teachers alike. Every school sends groups to the mountains in winter, and there are great tales of their experiences. Another description by Director Tesar of the B. E. A. Wiener Neustadt is included here as of special interest because the boys were younger than the usual school skiing party.

#### OUR SECOND CLASS IN NASSWALD.

"Skiing! Coasting!"

"A rumor started months before in the school. 'We are going to have a ski course in Nasswald.' 'We'—that means the forty-fold 'I' of the eleven and twelve year old group of boys, who are still running about gaily in children's shoes, but they have also begun, shyly and dreamily, to take the first steps into the borderland of mental and physical maturity.

"All through December and January Educator Grohs sits in the work shop, cuts holes in boards, which he has gathered for the sleds, bends and pounds the iron frames, Hammering, filing, even at midnight.

"Long beforehand each parent has been informed by his own child, but now all receive a circular letter from the Educator and the class about things which will be needed in the way of clothing, money and every thing else. The parents hasten to supply these demands. At last every thing is collected—fine things, showing the parents' joy and pride in their offspring. Every day the boys appear more radiant and more excited. They spread their outfits upon the beds. All, even the smallest thing, is exhibited once again to the House Mother, even though she may have helped to prepare it long before. Then everything must be tried on while the House Mother and the Educator hurry about here and there.

"Near by another person does his part conscientiously. The Master of Food Stores assembles the needed supplies, calculates and estimates. By a lucky chance a passing wagon can take the first boxes, and the cost of transportation is saved! The Director is already in the forest making last arrangements.

"It snows and snows. 'They say that in a clearing in Nasswald the snow already reaches to the knee; in a field in Bleibuechse even to the waist.' If it does not stop snowing soon! Or if a strong wind drives it! That makes the snowy wilderness so dangerously confusing and full of unknown depths. Even chamois have been lost, not thirty feet from the highway.

"Thursday evening the Director returns. Attention! The grownups put their heads together once again. 'All is ready.' A wagon from the school, laden with knapsacks, and food, starts away with its wheels replaced by iron runners.

<sup>47</sup> Wenrich, Karl: Familie Papsch: Heimzeitung der B. E. A. Traiskirchen: 1. Mai 1925; 1. Jahr. Folge 3/4. s. 19.



A Ski Trip.

Friday morning Educator Grohs journeys again to Payerbach to make sure that two sleighs will be ready. The doctor examines the boys carefully to test their endurance and weighs them all.

"The excitement rises. The boys are not so noisy as before. The new experience which they are to meet, affects them with a sense of mystery.

"Saturday, the twenty third of January, at six in the early morning. The sky hard, cold, clear as nicked steel. The Educational Director bids the boys adieu in the courtyard. Then to the train—thirty nine lads. One of the class has been absent for a long time: one could not go because of his physical condition: another has been forbidden by his parents for reasons unknown. With them are Professor Reutterer and Educator Grohs, both good leaders for tramping and skiing. There is Mrs. Grohs to aid her husband, and Mrs. Trimmel, the house servant regularly in charge of the class quarters. The thirty-nine march in double file. The foremost have shouldered twenty-two pairs of skis; the rear guard carries the sleds. Clad in bright colors, some very gay, others more restrained, but all very proud.

"The House Mother accompanies them to the station. Thither comes the Director, too, who has overslept a bit. At the station the boys stand in order and with wide gaze. The train which should depart at a quarter of eight, is delayed. But—at last—"Ski Heil!" Waving and waving from the train windows. The sun comes out after many dark days and traces its dazzling path across the sky the whole day long.

"In the afternoon a telegram comes back to the school: 'Glorious weather, perfect skiing conditions. Second Class.'

"At two o'clock they arrive. They have to go only two kilometers farther to the Forest House. They put on their skis at Hirschwang near the mountain railroad. Pulling the sleds is not so much of a lark, but later the joy of coasting will pay for the labor. The sleighs carry the women and less robust boys.

"On the first day the Forest House and Vacation Shack have to be put in order. That is human nature; before one feels comfortably at home, he must turn everything up side down and then bring new order out of this chaos. And lads, who have tramped even twenty kilometers, still do not have nearly enough of activity.

"The weather continues fine and the sun blazes. The ski course is carried out systematically, even to the practice of jumps and curves, from eight thirty to twelve o'clock and from two until dusk. Early in the morning there are

physical exercises and on many days tramping. Always there is food — an untold amount of food. Mrs. Anna, the sister of the school's forester, manages the meals so expertly that they are a joy to all. In the evenings much chatter, for eleven year old tongues have all the more to say, when hearts are light and brains so quickly forget.

"Most of the lads have never seen the mountain winter. The Forest House stands 600 meters high and nearby tower the Rax, the Schneekalm, the Sonneleitstein and other plateaus and peaks up to 2000 meters. To all the boys it is something new that the mountain forest is full of labor in winter — wood cutting, hauling and sawing.

"Violins were brought along and there is much singing. Always eleven or twelve hours are passed in sleep, deep and motionless, as if each lad had been suddenly changed into a beech log. The school wagon has to take one boy back. He had put on a black stocking over an old cut and the dye has inflamed the wound. Otherwise all remain sound and wonderfully vigorous.

"On Saturday, the thirtieth of January, they must return home. The heavens, too, permit no longer stay. The evening before it has rained. Thawing weather! The school wagon again carries the knapsacks, the women and a few boys to Payerbaeh. As for the others, they can make only a part of the way on skis; Them these must be shouldered and the sleds dragged heavily over sand and mud.

"Home again! The Directors stand waiting in the courtyard. The House Mother lies ill in bed and wishes so much to be out there, too. There they come, again in order, two and two, the ski-bearers in front and the sled bearers behind. In this gloomy weather their clothes look gray. But what beaming, ruddy faces! It seems, too, as if the lads had become a bit more mature. Has nature worked a miracle? Has life in her winter haunts out there made easier for them the step forward into the Borderland of Youth?"

Like most European schools the B. E. A. are in session six days a week with two afternoons as half holidays. In Traiskirchen one Saturday in every fortnight has been set aside for a special study day in the two upper classes. The older pupils can look forward to this time as a break in the routine of school-life — one time when they are entirely free to work without interruption at the big job they have under way. Usually this is the "trimester work" or, in the last class, the graduation thesis. Each boy in the second and third classes of the upper school prepares a special piece of work every trimester, so that at the close of his school career he has carried out six studies plus his thesis for the *Abiturium*. The students choose their own subjects in consultation with the instructors. Once the general plan is approved, independent work begins. On Study Day each student is to be found in his own Home with collected data, references and outlines ready at hand, so that he has only to sit down at his desk and the work starts almost automatically. The fact that all his comrades are similarly engaged, strengthens the productive mood. During the day, teachers drop in for consultation with students, whose topics lie in their departments. There is no constraint about the situation. The boys work as they live, four or six in a room, but each has his corner and settles himself in the attitude that best puts him in tune for his task. There is an interchange of comments, moments of relaxation and the regular periods for recreation and meals. Throughout the day these groups show intensive concentration, and at the close there is evidence of that satisfaction, which comes when one has worked himself out thoroughly and can look back on an unusual degree of achievement.



Plays and concerts are highly valued in the B. E. A. from two angles, both as public performances, where the school body is the audience, and as productions of the pupils themselves. This contrast does not imply any belittling of value in either situation, since it is possible for school groups to be intelligently receptive and benefit thereby as much as when they are actively expressive. The two phases are complementary and should interact freely and often to bring about the fullest realization of values in each experience. The practice of the B. E. A. is to prepare for appreciation of music or drama by introduction to the theme beforehand. This is not an unalterable rule, but depends upon the quality and familiarity of the theme. Often the subject has been the center of work in a single class for weeks, yet is new to others. The outcome is alike variable. It may open a new line of work or give different direction to the current study. Again, as in the case of school journeys, the result may well be entrusted to that store-house of impressions, which every individual needs for the enrichment of his inner life, which is quite as important as the external proofs of education demanded of him by the school and the world.

In attendance at the many splendid performances in Viennese theaters, the two girls' schools and Breitensee have the advantage, because they lie within the city and can use the pupils' tickets regularly offered, without the hardship of a long journey. Groups from Traiskirchen also make the trip into Vienna occasionally, since early theater hours make it possible for them to return to the school before midnight, and the directors are human enough to accord such revellers the luxury of a late breakfast the next morning. Liebenau boys now and then have the opportunity of hearing concerts, operas and plays in the excellent provincial theater at Graz. Plays given by pupils in the B. E. A. are more often the outgrowth of class and family life than the work of classes in literature. Dr. Frisa describes in detail the spontaneous and original productions of groups at Wiener Neustadt, sketching the varied role of the dramatic instinct in the educational process, and distinguishing between "stagey acting" and "natural dramatization". Breitensee reports that their first dramatic offerings came in response to the need for giving more content to the celebration of festivals.

Lectures by outsiders or members of the B. E. A. staff occur frequently and are often accompanied by some illustrative matter. Such lectures may be important in relation to a film, an anticipated journey, concert or theatrical performance. In the two upper classes at Wiener Neustadt, a regular course of talks by the students is carried on under the supervision of one professor, but with the cooperation of all departments. Early in the winter semester the subjects are chosen and work begun, each pupil going as far as he can alone in collection of material, and then consulting his teachers at need. In December each boy announces the approximate date at which his study will be ready for presentation and the schedule is made up, using a double period left free on Wednesday, or the Sunday evening reading hour for these lectures. A few of the students tend to memorize their talks, but the majority speak freely with some reference to notes. It is worth remarking that these are not designed as



A Rostand Drama.

"public speaking exercises", but the emphasis is on research and content with oratorical form subordinate, since it is believed that mastery of a subject is the surest road to effective presentation.

Radio plays an increasingly important role in the schools. In addition to a few standard sets presented as gifts, there are many more constructed by the boys and professors, one school having a ratio of one set to every five persons, when faculty and pupil property were counted together. Proximity to Vienna supplies such a satisfying quality and quantity of good music that the mechanical game of getting numerous and distant stations is relatively unimportant, although it has its charm for individuals.

The three larger boys' schools have cinemas, which present educational films in regular succession, not only for their own pupils, but also for neighboring schools and adults in the community. Usually a film is repeated, because space accommodations are too limited for the audiences, and thus the opportunity may be given older students to see the same picture two or three times, an arrangement of value when the quality of subjects is so high. Visits to commercial film theaters are rare.

Although most of the school libraries do not have open shelf and reading rooms, but conduct loan departments only, circulation among the pupils is satisfactory. Traiskirchen reports that 13 books per pupil were drawn between October and June of the 1924-25. Probably the number read exceeded this, for it is the custom to pass books from hand to hand in the family group. The private libraries of the professors are heavily drawn upon for reference works, since the yearly allotment of 120 shillings (\$ 17.00) in one school would not go far toward upkeep and purchase of

new books. Some schools maintain a reading room for periodicals. Others leave this to the separate groups and clubs, who secure such magazines as meet their particular interests. Every institution has a limited supply of school books to aid pupils unable to make their own purchases.

Clubs have been discussed in relation to the School Community. There it was pointed out that, even in the minds of the pupils, the desire to accomplish something tangible and worth while in their free working groups is the dominating purpose, rather than mere pleasure in gregariousness. A club at Breitensee, which developed into a course in photography, is an example of this tendency, and offers a good illustration of the freedom and encouragement given to activities initiated by teachers or pupils in the B. E. A. To begin with, there was a group of boys with great enthusiasm and curiosity, but very little pocket money for the purchase of kodaks and materials. An instructor, who happened to be the author of a manual on photography, took these fifteen boys in hand along with several teachers, who also had the amateur's interest in the subject. The dark room and necessary space in the science laboratory were placed at their disposal, under condition that no expense be incurred by the school, and credit was granted for the minimum of three hours per week given to the course. By securing small contributions from parents and teachers, it was possible to furnish free materials for the work to several boys. Combining lectures, discussion and study of the manual with practical experiments, the course reached a high standard, and the participants not only produced many pictures of good quality, but gained in understanding of the physical, chemical and aesthetic principles fundamental to photography.

Visitors to boarding schools in various European countries frequently come away with the criticism that the community life of the schools is a valuable educational force, but that there is really nothing distinctive or superior in the provisions made for instruction. They often express disappointment in finding the highest ideals of social education side by side with medieval practices in classroom work. The B. E. A. are seldom guilty of this dualism in principles, for they have worked toward a unified ideal from the outset, and they have held to a course that constantly brings home and community life into close connection with school work. In their own thinking, the leaders do distinguish between education and instruction, but in reality this division of ideas is only a device to make clear to themselves and their public the danger of dualism and the importance of making instruction educative in the complete sense. That is, these educators want class work to be more than the acquisition of parcels of information or skill and more than the attainment of set standards in knowledge and technique. They hope to make every school period a time of growth in desirable habits and attitudes, so that the end result of the school experience for every pupil will be the development of positive character traits and personal power, which the individual wills to use for the highest good of which he is capable.



## CHAPTER XI.

# THE CURRICULUM

To illustrate the 'balance sought in the B. E. A. curriculum and the methods favored, the following groups of subjects are discussed here:

Music: singing, chorus, orchestra, single instruments, concerts.

Arts and crafts: drawing, painting, etching, modelling, wood-sculpture, lithography, weaving, sewing, carpentry, metal work, ceramics, basketry.

Physical Education: personal hygiene, labor, sports, diet, physical examinations, trips.

Science: physics, chemistry, biology, psychology, geography, agriculture, animal husbandry.

Social Studies: history, geography, economics, philosophy, religion, sociology, civics, German.

Languages: Greek, Latin, English, French, German.

Mathematics: arithmetic, algebra, geometry, trigonometry, mechanical drawing.

This grouping of the subjects of the curriculum is made by the writer and followed as a matter of convenience, but it also indicates that the B. E. A. stress these particular relationships. One science professor aptly remarks, "There are no college departments in nature", and, by implication, there should be fewer and lower division walls between school subjects, so that chemistry and biology, for instance, may simultaneously occupy the attention of an instructor and his class. In many courses the work of the B. E. A. does not depart essentially from progressive practice in other Austrian Middle Schools, so that no attempt will be made to include all subjects specifically, or to distribute attention equally over all sections of the curriculum. The one purpose here is to report outstanding characteristics of several major divisions, as reflected in practice, discussion and written reports. The order followed has no significance, except for the first three groups: music, arts and crafts, and physical education, which are placed foremost, because the leaders of the B. E. A. feel that they have made their most distinguished contributions in these fields. Not that the work in other departments is of lower standard, but that the development of these subjects was greatly needed to offset the one-sided intellectual education, formerly given in Austrian Middle Schools. Furthermore, these activities are fostered by the special conditions of the B. E. A. as boarding schools and, in turn, they contribute richly to the home life, thus realizing the B. E. A. ideal of a fully rounded education.



Saint.

Woodcut.

Certain subjects cannot be rigidly classified under a single heading, for their content or a variation in treatment may divide purpose and outcome. For example, the seventh and eighth year classes have a course called "Introduction to Philosophy". This includes psychology, logic and philosophy in its narrower sense, and one or the other phases may be more strongly emphasized. According to the bent of the instructor, psychology may be subjective or physiological, philosophy metaphysical or historical, so that this subject hardly finds a single satisfactory classification. Geography belongs to the social studies with respect to history, economics and sociology, and to science in its connections with geology, astronomy and physics. German has a special relation to the social studies at present through its emphasis on native and historical elements, but it retains a pure language side in so far as grammar, rhetoric, and literary form constitute an independent province. In slighter degree is this double treatment true of foreign languages, when the instruction goes beyond structure and attempts to portray the characteristics of national cultures. Religion is also placed with the social studies, because its subject matter is much concerned with the history of the Roman Catholic Church and its forms as part of the social and civil code, which are almost as binding to many in-

dividuals as are secular laws. In addition, literary values place it in the field of language, and moral teaching gives it importance in the comprehensive ideal of the B. E. A. for education of the spirit, as well as mind and body. With these exceptions, the single subjects are clearly related to their groups.

### Music.

Music is valued highly as an influence in personal and social life. The beauty of many festivals becomes a lasting memory because of the chorals or folk songs, sonatas or symphonies, which are brought forth. Nothing inferior is produced except on rare occasions.



Linocuts

In "compliment" to an American visitor, a group of older boys once asked to have an evening for "jazz". Obviously the directors and educators were opposed to such desecration of the schools' musical traditions, but they did not interfere, since the boys themselves had initiated the scheme and were carrying it out with much zest. Although the lads had dethroned national ideals in music, they paid satirical tribute to German intellectuality by their comic speeches on the "Sources, Development and Philosophy of Jazz", which were better than their syncopation of a few American popular songs. The faculty members present were bored and pained, but comforted themselves with the assurance that boys, who had already shown fine ability and appreciation for good music, would never permanently lose that standard.

The professors admit freely that the exceptional quality of the music groups in the B. E. A. comes as much from folk heritage and age-long culture, as from any particular merit in their methods of instruction. Each man is an artist, teaching directly with little recourse to special methods or devices. There is much class work, but individual instruction is optional to a certain extent. Anyone may pay for private lessons, provided his parents agree to the arrangement and he gives satisfactory evidence of ability and persistence in practice, but gifted pupils are encouraged by



grants of free tuition. Several pupils have produced musical compositions of real merit, and programs are occasionally given consisting entirely of work by the schools' composers, both teachers and pupils. During the school year 1925/26, two fifths of the boys in Traiskirchen were studying some instrument; 72 violin, 5 cello, 2 bass viol, 3 drums, 2 flute, 6 horns, 2 trombone, 71 piano. Violin instruction is often given to three or four pupils simultaneously, so that they are accustomed to play together, to hear others and to benefit by general suggestions. Orchestras are formed from these pupils with an occasional member of the faculty participating. The difficulty of securing teachers for so many instruments was met through the influential connections of the music directors; and by saving admission fees from school concerts, so that members of Viennese orchestras might be secured to supplement the regular music staff.

There are usually two choruses — one made up of boys from the lower classes, and the other of men's voices. These meet weekly with additional rehearsals at need. Singing is a regular subject in all classes. During the adolescent stage of changing voices, the upper groups use much of their time for history and theory of music, and these phases are treated incidentally in all classes. The girls' schools carry on equally good singing and instrumental work. The *Wandervogel* movement,<sup>48</sup> which has caused a widespread renewal of interest in folk songs has had its influence on the selection of material for singing classes in these, as in many other schools.

The *Wandervögel*, or Birds of Passage, are groups closely identified with the German Youth Movement, which stands for the doctrine of personal freedom — the right of every individual to live according to the laws of his own being and to protest against conditions, which tend to make him a tool of the state or of industry. This reaction against imperialism and modern business became articulate in 1913, and was widespread after 1918. It led groups of young people away from their homes, out of the cities, and into the hills and forests of the land. There they wandered up and down, singing the songs of the German people. For their revolt was not against the Fatherland, but against its tendencies under Prussian rule. They revived folk dances, songs and customs. They went back to the simple life in matters of food, dress and habitation. They rejected the modern idol of material success and asked only for freedom of mind, body and spirit. Their hey-day is past, but their influence is apparent in many phases of present day life in Germany, and is particularly noticeable in the progressive schools. Of the many bands, which made up the Youth Movement, the *Wandervögel* are perhaps the oldest, so it is to their romantic name and customs that is largely due the revival of folk songs in German and Austrian schools. Dozens of new song books have been issued. One of the early leaders of the *Wandervögel* is now professor in a Berlin conservatory, where many state music teachers receive training, and then go out into the schools to promote the spread

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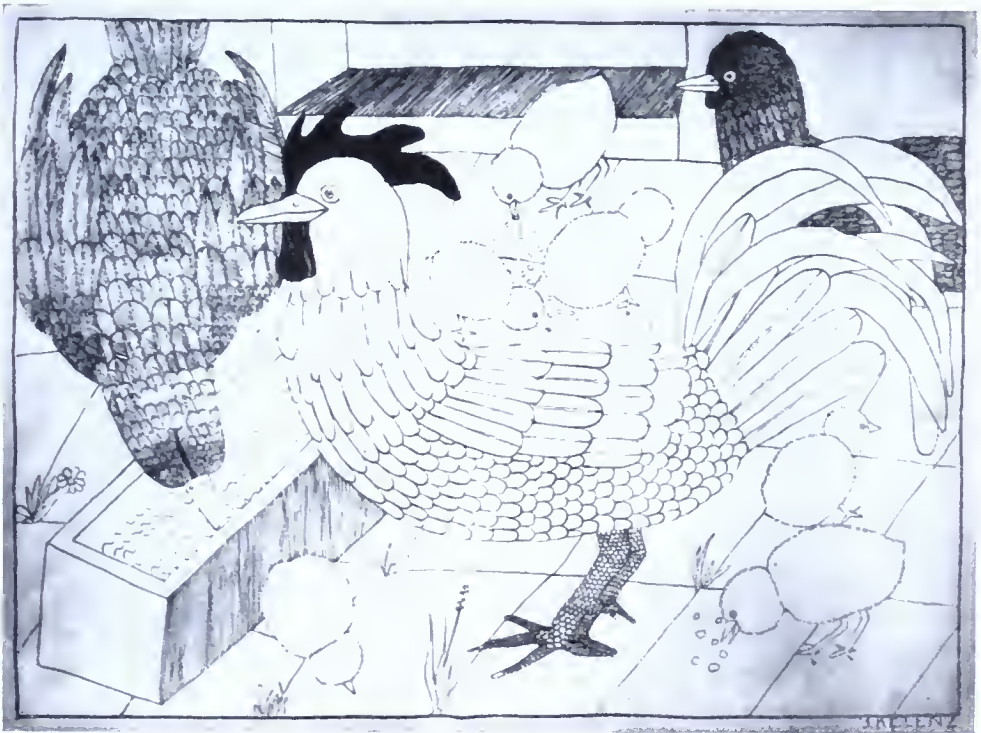
<sup>48</sup> Alexander and Parker — The New Education in the German Republic — Ch. II — The Youth Movement.

of folk music.<sup>49</sup> This tendency is favored by the B. E. A., as it furthers their purpose of keeping alive all that represents native culture, and it also gives them the songs best suited to a community chorus or spontaneous singing in the home, at work and on the march.

The opportunity to participate in musical festivals has come repeatedly to the schools, because the quality of their work is recognized, and because their professors are actively associated with the operas, orchestras, or choral societies in neighboring cities. Through these same affiliations come opportunities for a limited number of pupils to attend rehearsals and performances. Within the schools themselves, there is given throughout the year a series of splendid concerts by pupils, professors and guests. Sometimes these are preceded by lectures on the musical themes and forms.

### Arts and Crafts.

This phase of work in the B. E. A. first attracts the attention of visitors, and wins unbounded praise. Again B. E. A. professors grant that native culture contributes richly but it is a general endowment, since the pupils are not selected for artistic ability, as there has been no special provision for judging that in the entrance examination. As an experiment, drawing was made a part of the selective procedure in June 1927, but no definite conclusions have yet been reached from the results.



Barnyard Fowls.

Color sketch.

<sup>49</sup> Alexander and Parker — The New Education in the German Republic — Ch. VII — Art and the Creative Spirit.



Dwarfs at Work.

Watercolor.

B. E. A. teachers believe that the power of creative expression is strong in all children, that all are natural artists until puberty, when only the truly gifted continue to work freely, and the remainder turn by preference to crafts and the partial control of their ideas by plans, tools and materials. This is a theory already familiar to Americans through Professor Cizek, who is one of a group of Viennese artists and teachers, which has had a great influence on the art work of Austrian children in the last twenty-five years. All of the art masters in the B. E. A. respect Cizek's contribution and his work in special classes. Most of them have been associated with him at some time, and two of the present art directors assist regularly in his Saturday classes for artistically gifted children. But the Viennese school art movements represent more than one tendency, because there are many interesting experiments in children's work.

It is impossible to give any unified description of arts and crafts in the B. E. A., for the work there is incorporated in the total curriculum for all pupils and is as diversified as the six institutions, within each of which there is manifold variety. One almost dares to say that a person familiar with the schools could tell which studio had produced a particular wood cut, linoleum print, paper cutting or painting. The deduction from this seems to be that the teacher's influence colors the product, and since most of the instructors in this department are true masters, that is scarcely a disadvantage. Some of the courses are developed according to a definite plan for studying space, color, design and materials, with the result that all children come through these preliminaries with certain fundamental standards. But at every stage there is provision for freedom of choice and play of imagination. Then there is the constant interaction of drawing and





Animals Seeking Noah's Ark.

Watercolor.

painting with handwork, and of various crafts with one another. For the instruction is highly specialized: one teacher may give drawing and painting, another the more delicate handicrafts, others book-binding, lithography, metal work, or carpentry. All sorts of combinations are found in the different schools and, as a consequence the pupils are exposed to a variety of influences. In temporary relation to different teachers, pupils may eventually find their own form of expression, or they may adopt the style favored by a particular instructor. Further suggestion comes from the decorations and work, which are already at hand in the schools as products from earlier years, and this is not a negligible factor, for the quantity and striking quality of these exhibitions might stir any new entrant to emulation.

Craft work is so varied in its methods and processes that no principle can be stated as general, except the one demand for excellence. There must be no slipshod dilettantism. There is little toleration for crude experiments. Plans must avoid blunders: processes must be correctly learned: tools must be kept in proper condition: and purpose must remain clear, but flexible. Design, materials and workmanship must be of high standard, and working attitude sincere. The range of handicrafts is overwhelming: although not all are found in a single school. The introduction of a new craft depends upon the presence and skill of an enthusiastic teacher. Each must be a master craftsman, and not a mere theorist or amateur. Every major craft is found in one or another of the schools.

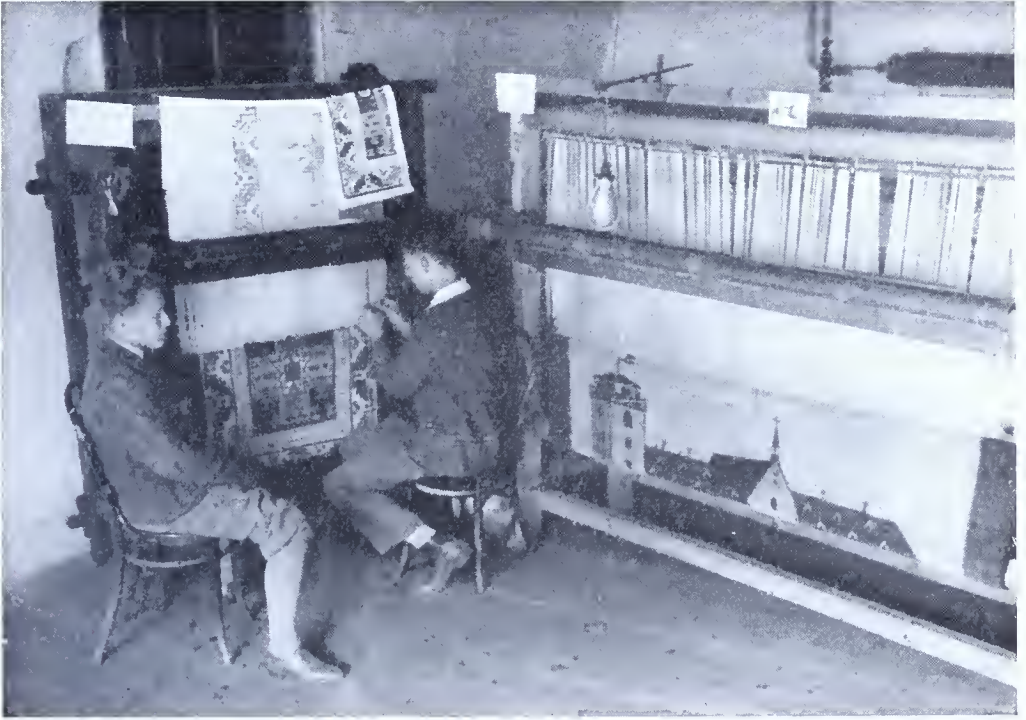
Drawing has a place apart, and certain characteristic procedures appear common to many classes. The subject of a drawing may be given



Pilgrims.

Linocut.

to an entire group, but anyone having a different idea in mind, or another piece of work on hand is free to go on independently. It is a matter of course that every pupil has his materials in perfect readiness. The pupils begin sketching immediately after a few words from the teacher and an exchange of comments within the group have given them some impetus. From that moment the instruction tends to be individual, as the teacher goes about answering questions, listening to explanations, suggesting expansion and praising discriminately. There are seldom any discussions of composition and division of area, but there is emphasis on well filled space, so that the end result is complete in form as well as ideas. The arrangement and interpretation, being left to the individual artist's taste, give the characteristic tone. Sometimes there is class discussion of the drawings, but oftener judgement is incidental and silent.

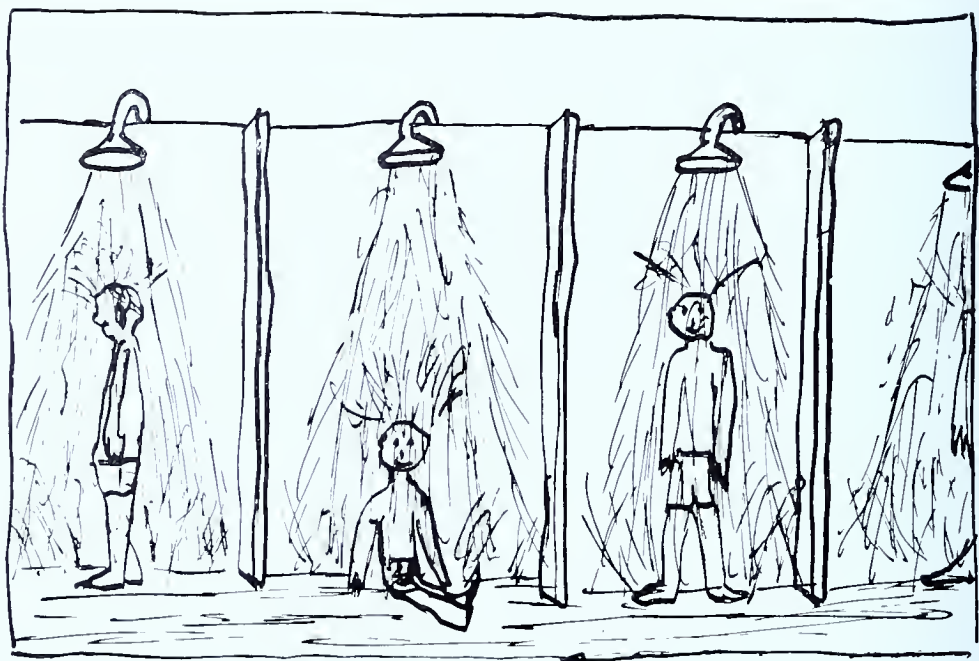


The Weaving Room.

Usually a drawing period runs through two hours, or ninety minutes. Within that time the sketch is to be completed; even if not entirely finished, the pupil will seldom return to it later. On the whole, the effect of such a time limit seems good. There is no dawdling; pencil technique is excellent; erasures and changes minimized; seldom is a sketch destroyed; the picture has unity; and younger pupils evidently enjoy the satisfaction of rapidly completed work. Even with only one or two drawing periods a week, the quantity of work turned out under these conditions is tremendous: from a first class of ten year olds 150 to 200 drawings for the year of ten months. After vacations pupils often bring in 30 to 50 more. There is no way of knowing what the older classes produce, for they frequently work alone in their rooms, or out of doors. Even during the scheduled drawing period, the master may not see all of his pupils, and he looks at only those drawings, which are voluntarily brought to him for criticism. Many others are never seen by anyone except the young artist. The emphasis on quantity has more significance than the bare amount of practice. It gives some assurance that the pupil has worked himself out at every stage, has fully expressed his ideas on many subjects, has attempted representation of innumerable objects, movements and moods, has thoroughly exercised both imagination and technique. The art masters are confident that complete expression at every stage is the surest means of growth and the best preparation for a higher level.

This mode of work keeps the pupils naive in expression and relatively





Morning Showers.

Pen Drawing.

unconscious of techniques—an advantage which cannot be too highly treasured when the subconscious element in all artistic work is properly valued. With so many school subjects emphasizing the rational element, it is difficult to preserve even a fraction of the intuitive, emotional currents, which are indispensable to creative expression. But the art master is his own worst enemy, when he introduces systematic exercises, models, copying or logical explanations in children's drawing classes. Indirectly each teacher tries to bring his philosophy of art to his pupils.<sup>50</sup> All are led to feel that their products have real worth. When projects are undertaken in common a distribution of work according to ability takes place unobtrusively: one pupil draws figures; another paints backgrounds; one sketches lettering; another repeats conventional motifs. Pupils with unusual talent are sought out quietly, and sometimes given opportunity to work with the teacher in his studio. Experimental work in representation of musical themes or emotional states appears occasionally. Modernistic and "primitive" paintings are sometimes found, but the general tendency is to let the pupils develop and not to hold them in childish expression and techniques over long. Rarely does one discover a purposeful correlation of art with other subjects. Rather it is kept free from the restraints and rationalization of the regular curriculum and allowed to give unhampered expression to aesthetic experiences, instead of becoming a tool for more conscious learnings.

<sup>50</sup> Fadrus — Die öst. B. E. A. — Breitensee, p. 93; Traiskirchen, p. 199; Wiener Neustadt. p. 391.



School Dining Hall.

Pen Drawing.

### Physical Education.

The new tendencies of physical education in Austria owe their direction largely to Ministerial Councillor Dr. Karl Gaulhofer. He avoids all "systems", emphasizes natural movements, and adopts as his goal the "awakening of the health sense". "Physical education is not the affair of the gymnasium instructor alone; its spirit must come from the whole school". In close touch with the B. E. A. from their foundation, he has found them a rich field for development and propagation of his ideas. Because of their almost complete control over living conditions, they can fulfill the aim of making the health program a part of their plan for education of the whole being.

In conference with the school director, who was also their German professor, a class of older boys was preparing to write an article for the school magazine on this subject: "The Place of Physical Education in the Program of the New Middle School." Their understanding for the scope and meaning of health provisions within their own school is shown by the factors they mentioned:

Washing hands before meals.

Daily cold showers and frequent warm baths.

Regular, long hours of sleep with open windows.

Much time spent in the fresh air and sunlight.

Light, hygienic clothing.

Wholesome food, balanced in amount and nutritive values.

Labor in shops, house and fields.

Physical examinations and records.

Prompt attention to slight disorders.  
Instruction in physiology.  
Exercise and run before breakfast.  
Daily gymnastic period.  
Hikes, journeys, and ski trips.  
Games and outdoor sports.

Nothing is omitted in the pupils' list, except specific provisions for sex education. The omission is probably due to reticence in the presence of a visitor, rather than to under-valuation of this factor, for the subject is fully treated by means of instruction in biology, personal talks with the educators and occasional lectures on sex hygiene by the school physician. Of equal importance is the whole school regime, which seeks to canalize emotional drives, as well as to develop a healthy body and respect for its functions. "When boys and girls, as units in the chain of successive generations, understand their responsibility to ancestors and progeny, they will also feel their duty to care for themselves physically."

The program of physical education in the B. E. A. is so comprehensive that only the outstanding points can be discussed. Direct instruction in physiology or hygiene occupies a relatively small place in the program and is given either in the biology course or, incidentally by the gymnastics instructor in class or on the playing field. This is significant, inasmuch as it indicates a point of view, which holds that health education is primarily a matter of habit formation and active, wholesome living. Some knowledge is essential as a foundation, but too much consciousness of physical functioning is not desirable. Rather should the life regime cultivate physical well-being as the normal state, which makes hard work and intense pleasure possible, and minimizes need for attention to the how and why of physical processes, or the treatment of illness.

One of the most striking features of the B. E. A. plan for physical education is the balance between sport and labor. Decrying the tendency of modern youth to pursue sports to excess, and that of adults to make of them the rich man's diversion, the B. E. A. have sought a golden mean by retaining manual labor for its physical, as well as social benefits. The work of carpenter, gardener, blacksmith and craftsman affords excellent development, not only for the larger muscles but also for fine adjustments, and these, too, are a part of a well articulated body. Varied labor, combined with gymnastics and sport, gives balanced physical training related to real purposes.

Not that B. E. A. teachers feel that sport should never be an end in itself, for they value highly the free joy in physical movement and believe that the zest of rivalry is not to be under-rated, but they maintain that these two motives need not always be supreme. In seeking to counteract the present madness over records and championships, star players and professional teams, the B. E. A. introduced in 1922 a spring athletic meet in each school to stress class averages rather than individual scores. All pupils are required to take part, except those exempted by the school physician. For each age a normal attainment in running, jumping and throwing has been determined: above this a score is positive and below it a doubled negative, according to a fixed table of points. It requires a con-





An Indoor Pool.

siderable period of time, an entire day with the usual breaks, to run through and record these trials for 400 boys, but it is a leisurely performance and so distributed that there is no strain on individuals. Each school's standing in these events is calculated and combined with the results of competitive games held at a later field meet of the four boys' schools. This becomes a festive occasion, for many boys remain overnight in the school, which is acting as host. The girls' schools have their part on the program, and many friends remain for the supper, songs and dance which close the event. The trophy awarded by the Central Direction of the B. E. A. remains in the winning school one year, and every boy can feel that his physical achievement is actually represented in this honor to his school. At the same time every school does take account of records made by individuals, and recognizes them by honorable mention in the school journal or annual report, just as it does special attainment in art, music, scholarship or other distinguished contributions to the school community.<sup>51</sup>

The B. E. A. do take part in athletic meets with the schools of Vienna and other Austrian cities, and frequently they carry away high awards.<sup>52</sup> The usual competitive events are swimming and track meets, Völkerball, (similar to volley ball), Schlagball, (a cross between hockey and base ball), Korbball, (outdoor basket ball with larger teams).

<sup>51</sup> Fadrus — Die öst. B. E. A. — Breitensee, p. 133; Liebenau, p. 434.

<sup>52</sup> Gaulhofer, Dr. K. — Turn- und Spielfest der Mittelschulen von Wien und Niederösterreich; Quelle 7/8. 1923.



A Girls' Gymnasium.

Staffellauf, (relay) and Handball. Baseball and football, as school games are never found and have a bad name, because of their association with professionalism and the participation of only small numbers of players before huge crowds of onlookers, so that sport becomes chiefly a matter of gate receipts and wagers on the winner. The girls' schools have not been behind in development of physical education, although their achievements are not so fully reported. There are many interesting athletic events held between classes in the two schools, and in meets with other girls' groups of Vienna.

Gymnastics, as precise drills and exercises, have practically disappeared from the B. E. A. Some fine equipment from various systems remains from earlier days, but it is seldom used for its original purposes. Rather do the pupils "romp" through a gymnasium period in free, joyful and varied movements, assuming natural positions rapidly at the word of the director. Most of the gymnasiums are too small for such large groups, but the outdoor court yards and playing fields are used many months of the year.

The hardness of the pupils is remarkable, considering the poor living conditions many of them endured in earlier years. Stripped for sports or work in the fields, the older boys are brown as savages, with firm muscles and clear skins. They dress lightly the year round and appear to resist cold well, even the sharp changes from unheated corridors, bedrooms and assembly halls to warm class rooms. Long hours of sleep with open windows, daily cold showers, occasional sun baths, regular exercise and a balanced diet keep them in such good physical trim that epidemics are rare, and infirmity cases are usually sent for preventive measures or for repair of slight injuries.



A physical examination on entrance eliminates children seriously below standard and with little promise of making satisfactory gains under an institutional regime that is planned for the norm and cannot properly care for exceptional cases. Twice a year the Educational Director and the group Educator are present when the doctor makes a thorough examination of each pupil, recording health data on a form kept throughout attendance at the institution. At least once a year a dentist examines the teeth and makes recommendations for treatment on a carefully marked

chart, which is to be handed to the family dentist. Parents are responsible for carrying out dental and medical treatments, but the schools aid them when it is necessary to secure clinical service. Each pupil, returning to school after vacations, must present a physician's statement that the family and house were free from contagious diseases during the visit. In the larger schools, the physicians hold daily office hours, and they may always be reached quickly for emergencies. Some of the schools have a well equipped apothecary shop and operating room for emergency use, but ordinarily, surgical cases are removed to a city hospital. During his stay in the institution, each pupil is required to carry a small amount of insurance.<sup>53</sup>

The meals have been carefully planned to offer first quality food and balanced values, calculated to meet the needs of growing children whose vigorous activities demand a nourishing and substantial diet. The regular meals with typical menus are:

- 7:30 Breakfast of milk, cocoa or soup with bread.
- 10:15 Second breakfast of bread with jam, butter, or cheese.
- 12:30 Dinner of soup, meat, vegetables and dessert.
- 4:00 Tea or cocoa and bread.

7:00 Supper of vegetables, salad and bread, or noodles and compote. Each school has the same budget allowance for food of 1 Schilling and 30 Groschen, or 20 cents per day for each pupil. By substituting pupil service for a number of employees, by obtaining many supplies from their own gardens and by purchasing in large quantities through the Central Direction at the city markets, the dietitians are able to offer remarkably good food throughout the year at this rate. For pupils requiring special nourishment on the physician's recommendation, a diet enriched with milk, eggs, butter or sugar can be provided at a slight additional cost to the parents, or by drawing from a school fund for that purpose. There was a time in the postwar days, when aid was gratefully received from the



Woodcut.

<sup>53</sup> Lassmann, Prof. G. — *Gesundheitliche Vorsorgen; Die Erziehung vom B. E. A. Traiskirchen.*





Games in the Forest.

Society of Friends. But as economic conditions improved, the schools became independent of this assistance, and were even able to calculate on the basis of food values instead of cost alone, and they were rewarded by a rapid rise in weight and health records.

School journeys are also important in their effect on the pupils' health. The boys and girls come back from ten days of skiing on mountain snow fields, browned by the winter sun and with heightened vigor that comes from change of air and scene. A walking trip or a bicycle tour of two to eight days is part of the year's program for every group. Trips of this sort not only test endurance and adaptation, but they also give opportunities for practicing first aid and wood craft, and for demonstrating the benefits of a wholesome school life. Cost to pupils is kept low by subsidies for the needy from the Central Direction, by taking along part of the provisions and by staying overnight with friends or in one of the Hostels of Youth,<sup>54</sup> which

<sup>54</sup> Alexander and Parker — The New Education in the German Republic — Ch. III — Hostels for Youth.



Building a Dam.

the state has scattered over the land for such school wanderings. Sometimes a part of the vacation is used for these trips, but often they are made in school time. A group from Wiener Neustadt spent four weeks in camp sailing boats of their own construction on Neusiedler Lake on the Hungarian border. Pupils from Liebenau took a trip to France and others from Breitensee made a journey to England. Classes have exchanged visits with school groups from Berlin and Dresden.

The Forest Home in Naßwald is used by many ski parties and is always open in the summer for pupils who have no place to go during the long vacation. It remains one of the chief problems of health work in the schools to form the pupils' habits so well, and to gain the cooperation of the parents to such a degree, that the ten months of wholesome living under the school regime will not be nullified by two months of irregularity at home in the summer holidays.

### Science.

The science work includes biology, physics, chemistry, certain phases of geography, practical botany and gardening, psychology in the course on introductory philosophy, electives or clubwork in experiments and construction of apparatus, care of the meteorological station, and cooking for girls. Practical work by the pupils has largely taken the place of lectures and demonstrations by the instructors. Laboratories have been equipped for student experiments, but facilities are so limited for the large classes of forty pupils, that they must often work in groups of four or five. The





Building a Boat.

instructor's demonstration table remains in the science auditorium, but it is used for lectures and experiments by the pupils, as frequently as by the professor. Extensive museum collections contain much illustrative material that is useful, along with quantities of stuff, which seldom comes to the light, now that the science teacher prefers experience to explanation and thorough understanding of a few types to quantities of impressions. The abundant supply of scientific equipment does not act as a check on construction of apparatus by the pupils. The work shops connected with the laboratories were originally intended for the use of the professors, but work in them became so popular that the demand had to be met by an elective course in the construction of scientific apparatus.

It is not only these more obvious signs of the Activity Method, which characterize the science courses of the B. E. A., for one must not forget that *Arbeitsmethode* and manual activity are not the same. Professor Binder, an assistant director of the school at Wiener Neustadt, and inspector for the realistic subjects in the B. E. A., states their interpretation of instruction through activity, in relation to the sciences thus:

"We wish to tell our pupils as little as possible about things, which they can find out for themselves. We aim to lead them through their own productive work, not to mere 'busy-ness', not to misuse of time, but to conscious, independent and intellectual activity. To the real teacher it is self-evident that consideration must also be given to economy of time and effort, and that the procedure by pupils of different ages cannot be the same. Even the Activity Method must, in the last analysis, convey knowledges, yet it does not seek encyclopedic information exclusively, but rather intensive ability. It proposes, not only to make a student acquainted with the laws of a science, but also with its sources, tools, methods and difficulties. In the natural sciences particularly, one can open understanding for the painstaking laboriousness of all research work. The pupils can be made aware that the high development of modern technical fields was only gradually and slowly reached through courageous persistence in observation and experiment. In these sciences the pupils should gain from simple and clear problems better understanding for the essence of the inductive research method . . . ."

"We hope that in this way we shall accomplish a good piece of character training, that we may protect our pupils from the error of accepting nature and research as simple things, to be taken for granted, that we may rather wake in them respect for nature, research, and truth."<sup>55</sup>

Especially rich are the facilities, which the B. E. A. enjoy for practical work in biology. In the boys' schools, every pupil of the four lower classes

<sup>55</sup> Fadrus — Die öst. B. E. A. — p. 373.



is engaged in some form of garden work throughout ten months of the year, for the short season unsuitable for outdoor work is utilized in the laboratory, green house and class room to deepen understanding of the phenomena observed. Wild life in the school fields and parks, fish in the ponds and domestic animals in the barnyards furnish opportunities for observation in a natural setting, and provide material for laboratory study at any time of the year.



Paddling on the School Pond.

Geography finds its point of departure from the home and school environment. This is thoroughly explored and its meaning in the language of maps clearly understood before going on to regions, which lie outside the range of direct experience. For lower classes the drawing of plans and maps to scale is emphasized, so that on their excursions, pupils will not only measure distances by the weariness of their legs and elevations by shortness of breath, but they will also actually discover the symbols of graphic representation, and thus make the first step towards intelligent map reading. For higher classes, interpretation of various types of maps and geographical relations is one important gateway into the domains of physiography, geology, anthropology, economics, politics and social history.

### Social Studies.

Heimatkunde, or study of the environment, is the great centralizing element, which runs through every phase of the school curriculum in Austria today, coloring one subject more, another less, but influencing choice of content in all. Heimatkunde means the knowledge of geographical, historical and cultural streams, which play upon a region or a social group. This concept may be restricted to a unit as small as a neighborhood or a village; it may be expanded to include a nation, continent, or the entire globe. In the idea itself, there is no limitation of space or time, but in its popular application it tends to withdraw into national boundaries or racial kinships, to stress *Bodenständigkeit*, or the elements indigenous to native soil. It is but natural to find schools of a particular country chiefly concerned with the sources of their own culture and the course of their own development. The essential point is the intensity and diversity they give such studies, the degree of attention to outer elements, and the effect the predominating idea may have upon their attitude towards themselves as a nation and toward other peoples.

The tendency to learn through direct experience and observation is



A Castle on the Danube.

Etching.

an outgrowth, both of emphasis on pupil activity and of interest in the environment. For the lower groups this has led to thorough exploration of the neighborhood with its streets, trades, physical and historical landmarks: then to acquaintance with the surrounding country, its industries, water-courses, land forms and resources. A wide section of the environment is studied at first hand on class trips and the many questions arising provide impetus for further search in books, maps and museums. But the teacher is the principle source of information, since his keen interest and ready adaptability give his statements double the value of facts found in books. It remains for the upper groups to build a systematic picture of the development process in their region, with attention to chronology, to the interaction of geographical, racial, economic and political factors. They must also build up for comparison a similar representation of the circumstances and events, which have shaped the characters of other lands. Their expansion of the field is indicated by a new name, *Lebenskunde*, or knowledge of life.

In this inclusive scheme for *Heimatkunde* and *Lebenskunde*, there is practically no subject lacking. Folk music, literature, dialects, customs, superstitions, festivals, arts and crafts, religious observances and





Working with Metals.

church architecture — all these and more are added to the usual group of the social sciences.<sup>56</sup> Thus does *Heimatkunde* appear closely related to the tendency to concentrate instruction about units of work.

Casually dropping into a class room, one may find it difficult to decide for a moment whether the period is scheduled as geography, or history, as law or religion, as literature or sociology. There remain, of course, many times when the subjects are very clearly defined, but in large sweeps, they tend often to unite with one another. There is a further consequence in the fact that not all historical periods or social phases are treated with equal thoroughness. Intensive study of typical situations and incidents is preferred to a general study of all fields. It is found more fruitful to follow interest and use resources at hand to the utmost, rather than to curtail a vital study by bringing in remoter topics, merely for the sake of completeness. B. E. A. teachers think that many of these marginal matters will be discovered and worked out independently, if the core of the subject, lying nearest the class, is cultivated intensively. This policy often leads to individual researches, and provision for giving an entire group the benefit of such independent investigations is made by arranging a series of lectures by students. These are sometimes illustrated by slides and graphs, so that the results of one pupil's study may be quickly explained

<sup>56</sup> Fadrus — Die öst. B. E. A. — Breitensee, p. 47; Traiskirchen, p. 164; Wiener-Neustadt, p. 335.





A Village Street.

Cardboard Model.

to his class mates, and they can join in a discussion of the facts presented. For the social studies, too, have been affected by the agitation for more pupil activity. Listening to lectures and learning of dates and dynasties have been reduced, and the task of selection, solution and presentation of problems has gained attention and importance.

But it would be erroneous to conclude that the rich field of the social studies is explored in the scientific sense alone by determination of facts and tracing of tendencies. Most worthy of note is the connection between literature and history. Because these were one in the primitive era of Germanic tribes, the association at that stage is natural and forms a precedent, which influences the study of later periods. Each region and each epoch have a store of the tales and songs, wherein truth and legend are so mingled as to be almost indistinguishable. Believing that the emotional springs of a nation's life are as potent in shaping its destiny as external events, that the latter have their real cause oftentimes in these under-currents, the B. E. A. seek to keep their pupils in touch with the cultural forces, which are truly Austrian and German, and to find therein elements, which will serve for ethical and civil ideals. It might be said that *Heimatkunde* has come to fill the space left vacant after the war and revolution, when tales of the royal family and lists of battles were largely eliminated from the history course. Just as they had been put there to promote patriotism, so the newer content is also selected to foster love of country and ideals of citizenship, but on a higher plane. Then the demand was for obedient and respectful subjects; now it is for intelligent, responsible, devoted and capable citizens.

### Language.

The most conspicuous and crucial changes in the experimental curricula of the Middle Schools were made in the language department, and the tendencies are of interest, even though partially revoked by the 1927 law. Under the reform plan these measures had a brief trial.



A Drive in the Prater.

Watercolor.

German, the native language, was given additional time, was allowed to take the place of one foreign language, showed improved method and content, and was more closely related to the social studies.

The beginning of foreign language study was delayed 2 to 4 years, thus placing the age for choice of a school course, which might determine the life career, at 12 or 14, instead of 10 years.

In modern languages, English had preference over French, or might be an alternative choice. The direct method was favored for instruction.

Of the ancient languages, only Latin remained in all schools, where it was to be an alternative choice with French or a pure elective. Greek was confined to one division in a single B. E. A.

The variety of activities and methods still centered in the German department make this one of the richest subjects of the curriculum. Part of this development has been incidental to progress in methods of instruction, and part of it is due to the purposeful extension of environmental studies. Formerly there was a tendency to emphasize logical structure in grammar and criticism in literature. At present, attention is given to grammar incidentally in relation to reading and composition, with analysis and drill at intervals. The sources of literature have been more widely explored, and courses now include not only the more polished dramas, poems and stories, but much simple and humorous folk-lore, tales and information bearing on the social and industrial problems of the country in past and present times. The eclectic reader still plays a large role in the lower classes, but its content has been newly selected. An attempt to get away from this limitation of readings is indicated by an instructor, who states, "The chief demand of the new German instruction in the upper school is this: that the first class of this new school type be freed from the necessity of

studying literary history and form. Reading, as comprehensive as possible, should give to the work immediate and vivid interest."<sup>57</sup> The library facilities appear abundant, but, on inquiry, one finds that many of the volumes on the shelves are too antiquated for these new purposes and too classic for youthful appetites. In the fight against sensational trash, German and Austrian publishers are doing the schools a great service by producing many cheap editions of worth while books for young people. Many of these are printed by the Federal Publisher.

The principle of activity has also brought about change in the procedure of German classes. Reading aloud and memorization are carried on with great gusto in the lower classes. The reading of plays and impromptu dramatizations are much in favor. The occasional opportunity to hear a good theatrical performance enhances dramatic studies. Talks are often given by the pupils, not only in the German department, but in connection with other subjects. The composition work is of good standard, but restricted in subjects and treatment, with limited scope for original writing of stories, plays and poems. This is due to the fact that traditional, classic literature is so highly treasured, that thorough knowledge and appreciation of masterpieces of the past are looked upon as an indispensable foundation for creative writing. The professors express much the same abhorrence for crudity in literary form or content as they do for poor workmanship in handicrafts. School magazines are little developed, and the trimester theses, although excellent in form, are either critical studies, translations, or factual reports. Among the older students, however, there is a certain amount of experimentation with original themes carried on semi-secretly.

Since the war English has grown into favor as the first foreign language, taking precedence over French for several reasons:

Popular opinion regards it as a better business asset.

The philologist finds its relation to German closer, likes to trace the connections, and expects greater ease in learning.

The sociologist sees its rise as a world language, and its significance in understanding the new western civilization.

The moralist believes its literature and culture have loftier values than those of the Romance countries.

Most instructors are convinced that a phonetic basis is needed for learning the correct pronunciation of those English sounds, which do not occur in German. Hence the first two or three weeks are often spent in drill on these elements, sometimes with the aid of a phonetic alphabet. Grammar, with easy readings and phonetic exercises, follows and there is frequent exercise in conversation. The five to six hours of intensive work during the first year or two give a basis that makes possible fluent reading in the third year. Provision for four hour courses during the remaining school years holds well the proficiency attained. Ability in conversation varies with the instructor. Many have not had the opportunity to improve

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<sup>57</sup> Jahresbericht B. E. A. Wien XVII, 1923/24. Archiv Z. D. B. E. A.





A Poster for the Tailor.

or refresh their own pronunciation and use of English idioms since the war. Nevertheless, the direct method is in general use and the older pupils show fair readiness and accuracy in speech.

The language of the ancient Romans is not entirely out of place in the Austrian schools, for the B. E. A. classes find in nearby towns and valleys many traces of settlements, that help to connect past realities with their present study. One of their first Latin books is *Austria Romana* and, from the outset, the instructor plans to carry such content readings side by side with the instruction in grammar. There is occasional use of simple conversation forms as oral drill in vocabulary and constructions, but no extreme emphasis on the direct method for an ancient language. The initial basis in grammar is limited, and rarer forms or complicated constructions are left until they occur and are frequent enough to press for solution. The service of etymology is used at every possible point. Most



A Metal Panel in Relief.

of the pupils are simultaneously studying either French or English, so that comparisons with these languages have immediate interest. Increase of vocabulary is attained under great difficulties at times, because of the scarcity of lexicons. Foreign language texts are published with the reading selections only and no special vocabulary in the back of the book. In some classes, the vocabulary had to be written on the board and copied daily. Each pupil keeps a cumulative dictionary, listing words of importance and noting his own errors. Throughout the Latin course, cultural-historical relations are repeatedly stressed, with special reference to the interaction of Germanic and Roman civilizations.<sup>58</sup>

### Mathematics.

With the preliminary statement that mathematics is as living a science and can be as enthralling to pupils as any other field of instruction, one professor in the B. E. A. at Liebenau describes a series of mathematical lectures, which were given with great success both in immediate interest and results for class work. Subjects dealing with astronomy were especially enjoyed and useful for introducing concepts of large numbers and spaces. A lecture on "Periodic Functions" had all the fascination of puzzles. Another, dealing with "Measurement", explained the sources of standards, and the construction of many instruments, more or less familiar to the pupils. Diagrams and constructions vividly illustrated a talk on "Square Roots". Other subjects were:

A Flight into the Spaces of the Universe.

Historical Development of Our Idea of the World.

Approximate Solutions.

Reasons for the Accuracy of Mathematical Computations.

The Reckoning of Time and Forms of the Calendar.

Einstein's Theory of Relativity.

Jest and Reality in Mathematics.

<sup>58</sup> Fadrus — Die öst. B. E. A.: Traiskirchen, p. 261; Liebenau, p. 422.

This teacher recommends these themes as suggestive to others, and praises two mathematical films, which are a new departure in the cinema. As he sees it, the value of such lectures does not lie alone in the information given, but rather in the fact that they are special occasions, breaking away from class room atmosphere, and giving the pupils a new point of view about mathematics, so that they come to see it as a matter of general interest with which the mind can play, and not as a mere school room affair of dully repeated problems in search of elusive right answers.<sup>59</sup>

The plan of regular courses is also worked out to use observation, experience and concrete representation. The first four classes of the Middle School have a course of study, which unites arithmetic, algebra and geometry to a degree not common in American schools. Their work is closely related to everyday experiences and is expressed in many forms, so that the stultifying effect of one method or one explanation is avoided. Euclidean formulae are never memorized, but principles are developed by experimentation with materials and constructions. Results are tested by exact observation and measurement before theoretical proofs are applied. Out of door work with surveying instruments serves to enlarge concepts introduced in class and to demonstrate their practical value. Approximations are much favored and short cuts used frequently. Rules are not recognized until they have been developed inductively, and new points of difficulty are allowed to occur repeatedly, until they press for solution and perhaps the right approach is suggested by some member of the class. Mathematical ideas are traced historically. The quantity of calculations and problem solutions required from the pupils seems comparatively small. Usually they work without a text, but keep note-books. Apparently the standard of class instruction is high enough to compensate for the lowered amount of individual preparation. Practical applications of mathematics in shops, gardens, construction, map study and music are far from insignificant in their total effect. The constant contribution made by mechanical drawing can hardly be over estimated.

Curricula in the B.E.A. have been modernized as to content and method without sacrificing the merits inherent in Austrian and German secondary education. A better balance has been secured, but the essential unity of each curricular type remains. Flexible adjustment to the needs of individuals and of different ages is allowed, but continuity is unimpaired. The field of pupil activity is extended, yet achievement standards remain high.



Puss-in Boots. Cardboard Print.

<sup>59</sup> Ibid. Liebenau, p. 427.



## CHAPTER XII.

# THE CONTRIBUTION OF THE AUSTRIAN B.E.A.

There are certain features in the policy of the B.E.A., which have a real claim to distinction and which are significant to educators elsewhere. It is remarkable for government officials to take the initiative in carrying out educational reforms, to extend opportunities for secondary education to children of all classes and regions, and to maintain boarding schools for normal and gifted children. It is pioneer work for a nation to make such complete provision for superior and needy children, not for the sake of intellectual training alone, but on the broader basis of all-round development that regards physical, social and artistic growth as of equal importance with the usual school learnings.

The attention given to the school environment and its potency as an educative factor is a point of value, closely allied to the concept of complete education. B.E.A. teachers look upon the school's surroundings as an important source of subject matter and as one great factor affecting the attitudes of their pupils. They regard the curriculum as the medium for expansion of the individual's horizon, since it introduces him first to close acquaintance with the immediate environment, then leads him on to an intensive study of his native land and its culture, and finally rounds out his view of the world by comparative analysis of foreign countries and an interpretation of the relationships the mother country bears to civilizations of the past and present.

Another significant contribution of the B.E.A. is their effort to focus emphasis upon the pupil as the center of the educative process and upon the school's responsibility for developing and utilizing the initiative of pupils, for stimulating and directing their natural activities, for securing their cooperation, cultivating their social impulses and making school life a satisfying, joyous experience. The general tendency of secondary education in Europe has been to stress subject matter and intellectual achievement to the serious neglect of the emotional and physical nature of the adolescent. These new Austrian schools have taken a great step forward by placing arts and crafts, sports and excursions, social life and personal relations at the forefront of their reform scheme. They are still bound by the official course of study and by state examinations to a degree that often forces compromise with their ideals, but they do not waver in

their belief that the pupil's needs and interests deserve consideration before everything else. The B. E. A. were created to render a special service to Austrian youth and the leaders guard that trust faithfully.

These elements have been part of the plan of the B. E. A. from the very beginning. The interpretation of these purposes has become more definite and practical with the passage of time. Some phases of the original scheme have been expanded, while others have dwindled in importance. When the Austrian *Bundeserziehungsanstalten* were founded in 1919, four definite aims were announced for the new institutions. After twelve years it is worth while to turn back and see in what measure those distinctive purposes have been fulfilled.

First, the B. E. A. were to provide secondary education for boys and girls, who might otherwise be deprived of that advantage in life. Economic need continues to be a ground for admission and the majority of pupils come from homes that are on the border line of poverty. Within the last three or four years, prejudice against the schools as semi-charitable institutions has declined and appreciation for their ideals and achievements has grown to such an extent that parents from the middle classes have been making application for their children. In this connection, it may be relevant to recall the history of the great English "public schools", which were originally founded for "poor scholars" and later became the educational strongholds of the aristocracy.

Although the number of free places has decreased since 1925 when strict national economies had to be enforced, there has been an increase in the number of pupils paying only one-tenth tuition, so that the change is merely nominal. In fact, the average pupil pays one-third tuition and the schools' income from fees decreases annually. This is sufficient evidence that the B. E. A. are caring for needy children and that the general economic situation in Austria is not showing marked improvement.

Remote residence has become a more important factor in selection. While the first classes came chiefly from Vienna and the surrounding provinces, the groups selected of late years are more representative of all sections of Austria. This indicates that the leaders of the B. E. A. are holding steadfastly to their original policy of providing secondary school education for boys and girls from thinly settled parts of a mountainous country. It also shows that the rural populace is acquiring a more favorable attitude toward the Institutes and the special type of education they offer.

Second, the B. E. A. were to make provision for able pupils. The improved form of the entrance examination, the continuous gains in material equipment, and the constant high standard of instruction show that this purpose is always kept in mind. Furthermore, the recognition given to extra-curricular activities indicates that the ideal of well-rounded education is being upheld, because it is of special value to individuals of marked ability.

Third, the B. E. A. were to "be made suitable for the purposes of adult education, teacher training and the practical preparation of girls for their future work in the family and in social welfare organizations".

At the present time other specialized agencies have taken over the two problems of adult education and training of teachers in service, and are carrying forward more extensive programs than were practicable for institutions whose major interest lay elsewhere. Courses for teachers are now provided in the Pedagogical Institute, the Psychological Institute and the University of Vienna. Every summer a course for teachers is still offered in one of the B. E. A. There have been courses in agriculture, handicrafts, music and physical education. Occasionally district conferences are held in one of the Institutes. Their exhibits and festivals attract teachers and classes from neighboring towns. The pupils' work has been shown in several international exhibits.

The high tide of enthusiasm for popular lectures was followed by ebbing interest, but the steady development of public library service, lecture courses and the educational cinema carries forward a program of education for all the people. Many faculty members of the B. E. A. are still connected as individuals with the movement for adult education. The present direct contribution of these schools to community uplift consists chiefly in the cinema presentations at Wiener Neustadt, Breitensee and Traiskirchen, and in the usual school festivals and concerts.

Indirectly the service of the B. E. A. to teacher training and folk education is continuous and important. To teachers with progressive leanings they stand as the pioneers in Austrian secondary school reform, and as champions of educational ideals, which reach far beyond the classroom. Because of the splendid attainments of B. E. A. pupils in music, art, crafts, labor and sports, they justify the additional time given to these subjects. What is even more important, they have made this contribution without undue sacrifice of standards in the regular subjects of instruction. Thus their existence is a support and argument in favor of all forward tendencies in the Austrian Middle Schools, rather than a check, as might so easily have been the case, if their achievements had been negative or open to criticism. The B. E. A. have fulfilled an obligation that rests upon every experimental school to which unusual freedom and opportunity are given. They have been so vigilant that few avoidable errors have occurred. They have remained idealistic and yet so sane that they have never been forced from an extreme position into ignominious defeat. Members of the faculties are actively concerned with Middle School affairs in Vienna and Austria and even with secondary school movements in Germany and Switzerland.

Unfortunately the B. E. A. can exercise only a very slight influence upon young teachers in training for Middle School work. The training courses for elementary and kindergarten teachers, which exist in both the B. E. A. for girls, have had much value, and the continuance of the lower elementary departments in these two schools keeps them in close touch with the active reform movement in Vienna. The fame of the Educational Institutes draws a few sympathetic colleagues from other Middle Schools as visitors, and an occasional teaching candidate comes to spend his apprentice year, but the possible service of the B. E. A. in teacher training for the secondary school has not really begun.



If these institutions are ever able to carry out their plan of having prospective teachers spend three or four years as *Educators*, sharing every phase of home and school life, observing pupils of different ages, and learning to play as well as work with them, they will help to produce a new type of Middle School teacher for Austria. Such a change is needed, for the lag in secondary school reform is largely due to lack of interest and open hostility on the part of teachers with an excellent university education, but with little knowledge of practical psychology and with less appreciation of modern pedagogy. At present there is no advance in the training of Austrian secondary school teachers comparable to that made in the practice of certain Middle School classes.

Considering folk education in its wider sense, the B. E. A. touch the field at many points, which may ultimately be more significant than the immediate offerings of cinema and lecture courses. Through dissemination of their social and educational principles, the B. E. A. hope to exercise a permanent effect upon many communities as parents are drawn into closer understanding of the schools' purposes and as pupils go back to their homes with some modification in tastes, habits and attitudes. Although these reformers may have to wait years for tangible results, yet their consistent emphasis on health, labor, native culture, creative expression and social responsibility cannot fail to become an appreciable force as the number of B. E. A. graduates increases and their contacts multiply.

In these schools it is often the proletarian children, who do outstanding work and that fact gives new impetus to all movements for popular education, whether it be classes for adults or wider opportunities for children of all social classes to seek new educational goals so long as their abilities will carry them forward. Through their parents' associations and publications, through occasional publicity given to school activities, through sharing their festivals with the community, the B. E. A. are continually taking part in folk education.

The curriculum of the *Frauenoberschule* has not been adopted in either of the B. E. A. for girls, although six schools of that type have been established elsewhere.

Fourth, the B. E. A. were to serve as experiment stations, investigating new curricula and methods and making recommendations to secondary schools throughout the country. In the beginning they did exercise this function. Later the general reform movement went on without much reference to them, partly because of their special conditions as *internats* and selected groups, partly because the mass of Middle Schools was more closely bound to ministerial decrees, which were not always in accord with tendencies favored in the B. E. A. The more idealistic and progressive elements in other schools were in harmony with them and there was a mutual exchange of experiences and stimulation. The B. E. A. teachers united with their colleagues to influence decision when matters of school policy were before the Ministry or Parliament for consideration.

Now that all Middle Schools are regulated by the laws of 1927, the wave of experimentation has passed. The various school types are fixed.

the courses of study are fairly definite, and experiments in the day schools are now made chiefly in methods and materials. The Educational Institutes have a wider field for experimentation, because they can supervise the home work, play time and daily routine of their pupils. Extra-curricular activities form an integral part of the program in each institution.

One reason for the decline of the B. E. A. as instructional pioneers lay in the fact that secondary school reform in Austria attained such scope, that in 1926/27 twenty percent of the total Middle School enrollment of the nation was actually attending experimental schools or classes and no longer had much need to look to any one center or type for guidance. Each school was seeking the solution to its problems with the aid of the Reform Department in the Ministry of Education. This state of affairs was far more healthy and effective in securing educational advance at the time than would have been the continued domination of "model" institutions, obligated to hand out curricula and advice more or less well fitted to the needs of the regular schools. On the whole, it is probable that the reduced function of the B. E. A. as experiment stations has had good results, both for the general school reform and for the special work of the six institutions.

Now that they are free to concentrate thought and effort on their peculiar problems, they are able to work more sincerely and with less compulsion to produce results for general propaganda. Their position as educational leaders, concerned with the total development of the individual, gives them wide influence. Even the Jesuits, with their centuries of experience in the training of the young, are often to be found visiting B. E. A. classes and festivals.

As educational experiments, the B. E. A. occupy middle ground between the radical new schools of Europe and the great average mass, which has moved slowly away from some traditions. There is nothing eccentric in the school life and work of the B. E. A., yet there are abundant examples of the principles and practices stamped as progressive today. The distinguishing characteristic of their work is its excellence; whether it be a class conducted on conservative lines or one with more advanced procedure, there is seldom any slipshod result in thinking, habits or products. The standard is high and governs teachers and pupils alike.

This is to be expected in schools for gifted children, and it raises the question of what happens to boys and girls of ability in the course of ordinary school life when all are put through the same mill. It is certain that the achievement of these fortunate pupils surpasses that of a regular class and it is probable that no flexible provision for enriched curricula in an unselected school would provide the opportunities and stimulation, which individuals receive in the B. E. A. by working with groups of similar high capacity. Whether superior pupils lose consideration for weaker comrades or whether the latter need to receive impetus from them, is another problem, which should not be entirely severed from evaluation of educational outcomes. As far as these selected pupils are concerned, it would be easy to maintain that they find enough variation of ability among

themselves to give exercise to feelings of understanding and protection for the weaker, but it is a doubtful assumption, and there is much more probability that they unconsciously come to think of the world as a place where all human beings move at their tempo and have equal capacities, so that there is real danger they may suffer severe shocks and disappointments, when they come into practical life and must adjust frequently to the average level.

B. E. A. leaders do not defend their position as institutions for gifted children only, except as an emergency measure. Since they cannot provide similar advantages for all and since there is great need for making the human power of the nation productive, they feel compelled to work with material that is most certain to give rich returns. In this connection it is interesting to recall the fact that many similar projects for complete education have been inaugurated privately for wealthy children, or by both public and private agencies for abnormal groups, orphans, or delinquents. Curiously enough, it has been common in the United States to provide educational remedies for the weak, while human potentialities at the other end of the scale have received comparatively little attention until recently. Such a policy is questionable and its prevalence in an old democracy gives, by contrast, greater significance to the undertaking of Austria, a new democracy, in behalf of its superior children. In Europe there has always been a marked tendency to restrict secondary education to the social and intellectual elite. With recent changes of government and social policy, the modes of selection have altered. Heretofore, caste was an important factor. Now ability to profit by opportunity is the criterion by which secondary enrollments are chosen. A similar tendency toward reduction of mediocre material has begun to appear in overcrowded American colleges and universities. The high schools are not yet adjusted to this problem.

Since the pupils selected for the B. E. A. come principally from the lower and middle classes, it is important to ask whether the constant influence of these schools through eight years of the formative period will tend to unfit their graduates for return to the home environment and a modest station in life. Although the leaders frequently declare, "It is not our purpose to increase the intellectual proletariat, but rather to bridge over the gap between mental and manual work", yet a certain shifting of values and viewpoint is inevitable when children from laborers' families live for eight years in an atmosphere of high culture. Few of the graduates will go back contentedly to home situations, which have remained static.

Particularly is this true as the schools are now conducted, for, in accepting the state courses of study the schedule is burdened with academic requirements, which prevent extended digressions into more practical fields. Furthermore, the finances and reputation of the B. E. A. are not sufficiently stabilized to justify new undertakings in technical courses, such as agriculture, stock breeding, forestry, household science, etc., which they feel would have particular worth for the pupils returning to the rural districts, and would better realize certain ideals of the schools. They see in the



Danish Folk High Schools an achievement in national education, which stirs their admiration and envy.

In many respects it is thought that the work of the B. E. A. has a widespread and salutary influence, as the pupils return to their home communities. The cultivation of a devotion to folk and land, which is above class interest and political parties is an imperative need of the day, for partisan feeling in Austria runs high, and too many citizens believe that the welfare of the country can only be attained through the victory of their particular group over opposing forces. By their manner of life, their teaching and influence, the B. E. A. strive to combat the narrow views and disintegrating effects of factionalism. They uphold the idea of a Great Society, wherein groups, as well as individuals, find tolerance and space. In school councils and faculty conferences they try to demonstrate concretely their theory that decision should result in unification of opinions — in agreement — and not in defeat of one party by another. They know that the kernel of democratic principle does not consist so much in the immediate decision reached by a vote, whose result may depend upon a chance shifting of forces, but rather on the outcome in concerted action afterward. They feel that the ideal of democracy is demeaned when politics becomes a competitive game or battle, but it is raised to its true worth when it secures the abandonment of differences and leads to cooperative effort.

As schools of citizenship, the B. E. A. are forming part of the material for future democratic councils — a task all the more responsible, because the high quality of their student group is sure to produce some leaders. From the school atmosphere of personal freedom, tolerance and social responsibility, the teachers believe that their pupils will eventually come into civic and national life with a broad view of the purposes and privileges of citizenship and with appreciation of the possibilities of democracy for their fellowmen. The hope that these youths shall become leaders of their people is not left to chance, but the probability is grounded on careful selection and solid preparation. Not only shall B. E. A. pupils be trained and instructed in accordance with the requirements of modern life, but they shall have had the constant exercise of initiative and responsibility, the joy in use of their own powers, and the physical development and resilience to carry them through periods of intensive work and strain.

Through all ages school communities have been founded for the propagation of a particular cult or philosophy, but the B. E. A. are conspicuously free from creeds. There is no trace of an attempt to indoctrinate the pupils with special social opinions. The schools seek to remain neutral and let every person's preferences in religion or politics be as free as his interpretations of art. The accuracy of this assertion is not impaired by the fact that most of the pupils are from Catholic families and have opportunity to continue the observances of that church throughout their school life, as do the followers of other religions. Perhaps the kind of belief plays a lesser role than in groups with more variety of sectarian views, because religion is simply taken for granted: it arouses little discussion and the

degree of observance is left to individual feeling or family tradition. It is true, however, that the predominance of Catholicism does account, in part, for opposition to coeducation and indifference to certain phases of psychology. As for politics, teachers in the B. E. A. represent all shades of opinion. There is no political discrimination in selection of pupils, for the party affiliation of parents is usually unknown, but it is probable that a considerable number belong to the socialist group, which is strong among the working classes of Vienna and the industrial towns of lower Austria, from which the majority of B. E. A. pupils come. Parents and outsiders are expressly forbidden to send propaganda of a political nature into the schools, and party organization among the older students is banned. In other words, the B. E. A. strive to justify their existence purely on educational grounds, without recourse to the support of church or state as partisan forces.

From the standpoint of history or evolution in education, it is interesting to consider the B. E. A. as the present culmination and fruit of a long line of predecessors, some of them purely theoretical, others realized in practice. The English public schools and the German and Swiss Country School Homes were an inspiration to the B. E. A. in their formative stage, and the connection is kept alive by exchange of visits and writings. Through various currents of influence out of the past from Plato's time to the present one can trace the ideal which has shaped these new schools, although they themselves feel that they are still far from fulfilling its possibilities. Their progenitors are noteworthy as indications that a line of development may long remain ideational or produce only minor effects, yet eventually attain a form that would delight its early proponents.

It is not yet certain that the type of the B. E. A. will ever become general. Many secondary schools in Europe have long been accustomed to maintain boarding departments: either the restricted dormitory life of the French lycee, the pension attached to the German gymnasium or the house groups of the English public school. There are many varieties of private boarding and preparatory schools, but the American high school is typically a day school and in the United States, at least, few people would unconditionally advocate the substitution of institutional life for the benefits of a home and a nearby day school. But the lack of good quality in either of these factors is a serious handicap to any child, and the social loss is more lamentable when superior ability is dissipated through lack of proper nurture and training. For such emergencies the B. E. A. provide an educational form of high standard, stressing the relation of home and school, both within the institutions and through contacts with the parents.

There is no doubt that somewhere within the educational system of every nation there exists need for a few schools of corresponding type, because there is no land that can boast of equally distributed educational opportunities for all its boys and girls. The will and the law may exist, but circumstances inevitably operate to limit the theoretical right of equality in education. With the growing attention American educators are giving to gifted children, it would be an interesting experiment for some

state to undertake the all-round education of a superior group in a twenty-four hour school similar to one of the Austrian Educational Institutes. Their original motive, due to social revolution, would not be available as inspiration, but we have national problems of our own in abundance. It might be that such a school could correct some of the educational inequalities not yet wholly cared for by the city schools and rural consolidated schools of this country.

Dr. Belohonbek believes that this type of school has a future, because it combines the advantages of a day and boarding school, and enables city children to spend more time in the country. In this respect the B. E. A. plan corresponds to that adopted by the American Country Day Schools, which have become popular among wealthy families of late years. The Central Director would extend this advantage to more city children and especially to those whose parents are working away from home all day. Furthermore, he considers it better for country children to attend a boarding school instead of travelling a considerable distance by bus or train daily.

It was wise foresight on the part of the founders of the B. E. A., which inserted a clause in the original law, setting the trial period up to the year of 1931/32. Thus the experiment was preserved from some of the dangers of political reaction. The schools were allowed a span of twelve years, sufficient time for four classes to complete the full school course and to show their ability in the university, technical institute or in practical affairs. Actually the trial period came to an end in the summer of 1927, when the school laws treated the Educational Institutes as an integral part of the national school system and required them to fulfill the regular standards for curricula and examinations along with all other Middle Schools.

While official recognition has been won at some cost in academic freedom, it has brought with it a sense of security and permanence. The limits of experimentation are set and the margin of liberty can be developed. The material status of the schools has improved, because the administration has supplied the funds and the Institutes have cultivated their own resources assiduously. Now they can rely upon better financial support from the national treasury, although it will be a long time before all needs in these schools can be supplied and many of the day Middle Schools have even more serious wants.

Through these first twelve years the leaders have been occupied with battles to secure the rights implied by their semi-official status, with problems of organization, construction and equipment, with cultivation of harmonious ideals and practices among the staff, and with efforts to secure the understanding and cooperation of the parents. Before all, a twenty-four hour day of intimate association with the pupils has absorbed energy in a thousand ways.

These problems and demands are never ended, but the peak of difficulty has in all probability been passed, and organizations are built up which function with comparative smoothness. In most details, the B. E. A. have been true to the original plans and have fulfilled expectations. It may be that they will settle into their present form and merely carry on their



work at an average standard. The danger of this arrest in development, or even a slip backward, is particularly great, because men who lived through the battles of the first years gave of their strength unstintingly, and it is small wonder that some of them have grown weary and discouraged. They see more clearly now the limits set to any idealistic undertaking. At the outset, in their dream of a Community of Youth, miracles seemed possible. Teachers came out of the chaos of war and revolution with the determination to shape a better world for coming generations and to render their broken and suffering country a service that would give widespread and lasting benefits. The new form of struggle was welcome to them, because its methods and purpose were in closer accord with their natural tastes and sympathies than those of the battle fields just left, which they were glad to forget in the return to professional pursuits. But events did not always move as fast as their hopes. Poverty and hardship, uncertainty and disillusionment added their weight to the burden of daily tasks. Slow gains and definite achievements sometimes brought encouragement and new vigor. Faith in the ideal and devotion to youth have held many of the teachers at their posts through the full twelve years. Whether these men still have the force and faith to carry the schools to a higher level and whether the new blood coming in will be as strongly motivated — those are questions upon which hangs the future development of the B. E. A.

There are many grounds for belief that these six schools will long continue to exist and that they will fulfill their purpose of educating leaders for the people better and better as time goes on. Every successive year thus far has brought inner growth and recognition from the outside world. The schools are depending upon their own pupils to carry forward their ideals. The days of pioneer struggle are not ended, but within hardship is often to be found the richest store of educational experience for youth that is strong enough to meet a challenge to effort. The boys and girls of the B. E. A. have the courage of all youth in facing obstacles and they possess natural gifts, which arm them well for life's battles. They are selected for ability and character, trained for mastery of many complicated techniques, and they are educated to view clearly their responsibility to the nation and their fellow men. On them rests the hope of the B. E. A.'s founders and to them remains the heroic task of helping restore Austria to her place in the modern world.

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# APPENDIX





# Reform Plan — 1923

## Deutsche Mittelschule.<sup>1</sup>

179

Subjects and week-hours in the lower divisions of all B. E. A.

| Subjects                      | Classes |    |     |    | Remarks  |
|-------------------------------|---------|----|-----|----|--|
|                               | I       | II | III | IV |  |
| Religion . . . . .            | 2       | 2  | 2   | 2  | with foreign language<br>without foreign language<br>elective<br>elective<br><br><br><br><br><br><br><br><br><br>without foreign language<br>with foreign language<br>see <sup>2</sup><br>see <sup>3</sup> |
| German . . . . .              | 6       | 6  | 4   | 4  |  |
| Latin . . . . .               | —       | —  | 6   | 6  |  |
| French . . . . .              | —       | —  | 5   | 5  |  |
| History . . . . .             | 2       | 2  | 2   | 2  |  |
| Geography . . . . .           | 2       | 2  | 2   | 2  |  |
| Biology and Chemistry . . .   | 2       | 2  | 2   | 2  |  |
| Physics . . . . .             | 2       | 2  | 2   | 2  |  |
| Arithmetic, Algebra, Geometry | 4       | 5  | 4   | 4  |  |
| Drawing and Art . . . . .     | 4       | 4  | 3   | 3  |  |
| Singing . . . . .             | 2       | 2  | 2   | 1  |  |
| Writing . . . . .             | 1       | —  | —   | —  |  |
| Crafts . . . . .              | 4       | 4  | 4   | 4  |  |
| Physical Education . . . . .  | 3       | 3  | 3   | 3  |  |
| Shorthand . . . . .           | —       | —  | 2   | 2  |  |
|                               | 34      | 34 | 33  | 33 | without foreign language   |
|                               |         |    | 34  | 34 | with Latin   |
|                               |         |    | 33  | 33 | with French (see <sup>4</sup> )  |

<sup>1</sup> Belohoubek, Dr. V., Die öst. B. E. A. — Wien 1924 — s. 69.

<sup>2</sup> The number of hours for gymnastic work may be raised to six according to need; sport and free play belong in the program of the school home.

<sup>3</sup> Shorthand is voluntary, but may be made obligatory by the institution with the consent of the Ministry.

<sup>4</sup> English may be substituted for French with the consent of the Ministry.

# Reform Plan — 1923

## Oberschule of the B. E. A. Breitensee, Vienna XIII.<sup>5</sup>

Subjects and hours for modern and ancient language courses.

| Required Subjects     | Classes |    |     |      | Remarks   |
|-----------------------|---------|----|-----|------|---|
|                       | V       | VI | VII | VIII |   |
| Religion . . . . .    | 2       | 2  | 2   | 2    | Section I<br>Section II<br>Section I<br>Section I<br>Section II<br>Section II<br><br><br><br><br><br><br><br><br><br>Section I. <sup>7</sup><br>Section II. |
| German . . . . .      | 4       | 4  | 4   | 4    |   |
| Latin . . . . .       | 6       | 6  | 6   | 6    |   |
| Greek . . . . .       | 6       | 6  | 6   | 6    |   |
| French . . . . .      | 6       | 5  | 5   | 5    |   |
| English . . . . .     | 6       | 6  | 5   | 5    |   |
| Geography . . . . .   | 2       | 2  | 2   | 2    |   |
| History . . . . .     | 2       | 2  | 2   | 2    |   |
| Chemistry . . . . .   | 2       | 2  | —   | —    |   |
| Physics . . . . .     | 3       | 3  | 3   | 3    |   |
| Mathematics . . . . . | 3       | 3  | 3   | 3    |   |
| Philosophy . . . . .  | —       | —  | 2   | 2    |   |
| Gymnastics . . . . .  | 3       | 3  | 3   | 3    |   |
| Totals . . . . .      | 35      | 35 | 35  | 34   |   |
|                       | 35      | 34 | 33  | 33   |   |

Electives:

English in Section I, Latin in Section II. Mechanical Drawing. Economics. Sociology. Drawing and Arts. Crafts. Music. Gardening.

<sup>5</sup> Ibid. p. 70.

<sup>6</sup> One afternoon for exercise in the open air is required in addition to the allowance for gymnastics.

<sup>7</sup> Section I is the division for ancient languages; Section II for modern languages.

## Reform Plan — 1923

Oberschule of the B. E. A. Wiener Neustadt.<sup>8</sup>

Subjects and week-hours for mathematics-science courses.

| Required Subjects                               | Classes |    |     |      | Remarks  |
|---|---------|----|-----|------|--|
|   | V       | VI | VII | VIII |  |
| Religion . . . . .                              | 2       | 2  | 2   | 2    | Section A <sup>9</sup><br>Section B <sup>10</sup><br>Section A<br>Section B<br>Section B |
| German . . . . .                                | 4       | 4  | 4   | 4    |  |
| English . . . . .                               | 4       | 3  | 3   | 3    |  |
| English . . . . .                               | 4       | 3  | 3   | 3    |  |
| French or Latin . . . . .                       | —       | 3  | 3   | 3    |  |
| French or Latin . . . . .                       | 4       | 2  | 2   | 2    |  |
| History . . . . .                               | 2       | 2  | 2   | 2    |  |
| Geography . . . . .                             | 2       | 2  | —   | —    |  |
| Economics and Sociology . . . . .               | —       | —  | 3   | —    |  |
| Biology and Geography . . . . .                 | 2       | 2  | 2   | 2    |  |
| Chemistry . . . . .                             | 3       | 3  | —   | —    | Section B<br>Section A   |
| Physics . . . . .                               | —       | 2  | 4   | 4    |  |
| Mathematics and Mechanical<br>Drawing . . . . . | 7       | 6  | 6   | 6    |  |
| Philosophy . . . . .                            | —       | —  | —   | 3    |  |
| Drawing and Art . . . . .                       | 2       | 2  | 2   | 2    |  |
| Gymnastics . . . . .                            | 3       | 3  | 3   | 3    |  |
| Totals . . . . .                                | 31      | 31 | 31  | 31   |  |
| Totals . . . . .                                | 31      | 32 | 32  | 32   |  |

Electives:

Additional laboratory work in Gardening and Botany, Chemistry or Physics; Crafts, Music, Drawing, Photography.

<sup>8</sup> Ibid. p. 71.<sup>9</sup> Section A has four years of English and no second foreign language required.<sup>10</sup> Section B has three years of English and a continuation of French or Latin.

## Reform Plan — 1923

Deutsche Oberschule of the B. E. A. Traiskirchen.<sup>11</sup>

Subjects and hours for course emphasizing native culture.

| Required Subjects                 | Classes |    |     |      | Remarks       |
|-----------------------------------|---------|----|-----|------|---------------|
|                                   | V       | VI | VII | VIII |               |
| Religion . . . . .                | 2       | 2  | 2   | 2    | <sup>12</sup> |
| German . . . . .                  | 5       | 4  | 4   | 4    |               |
| English . . . . .                 | 5       | 5  | 4   | 4    |               |
| History . . . . .                 | 3       | 3  | 2   | 2    |               |
| Geography . . . . .               | 3       | 2  | —   | —    |               |
| Economics and Sociology . . . . . | —       | —  | 3   | —    |               |
| General Geography . . . . .       | —       | —  | —   | 5    |               |
| Physics . . . . .                 | 2       | 2  | 2   | —    |               |
| Chemistry . . . . .               | —       | 2  | 2   | —    |               |
| Physics . . . . .                 | —       | —  | 3   | 4    |               |
| Mathematics . . . . .             | 3       | 3  | 3   | 2    |               |
| Philosophy . . . . .              | —       | —  | 2   | 2    |               |
| Drawing and Art . . . . .         | 2       | 2  | 2   | 2    |               |
| Gymnastics . . . . .              | 3       | 3  | 3   | 3    |               |
| Crafts . . . . .                  | 2       | 2  | 2   | 2    |               |
| Totals . . . . .                  | 30      | 30 | 34  | 32   |               |

Electives:

Latin, French, Mechanical Drawing, Laboratory, Crafts, Music. One of these is to be chosen and become obligatory for two hours per week.

<sup>11</sup> Ibid. p. 72.<sup>12</sup> One afternoon for outdoor sports is an additional requirement.

Subjects and hours for course emphasizing native culture.

Electives:

<sup>13</sup> Ibid. p. 73.

<sup>14</sup> One afternoon for afternoon sports is an additional requirement.

Oberschule of the girls' B.E.A. Vienna III.<sup>15</sup>

Electives:

<sup>15</sup> Ibid. p. 74.

<sup>16</sup> One afternoon for outdoor sports is an additional requirement.



1927 Law  
Course of Study for the Gymnasium.<sup>17</sup>

| Subjects                                 | Classes |    |     |    |    |    |     |      | Total |
|--|---------|----|-----|----|----|----|-----|------|-------|
|  | I       | II | III | IV | V  | VI | VII | VIII |       |
| Religion . . . . .                       | 2       | 2  | 2   | 2  | 2  | 2  | 2   | 2    | 16    |
| German . . . . .                         | 6       | 4  | 4   | 3  | 3  | 4  | 4   | 4    | 32    |
| Latin . . . . .                          | —       | 5  | 5   | 5  | 6  | 6  | 5   | 5    | 37    |
| Greek . . . . .                          | —       | —  | —   | 5  | 5  | 5  | 5   | 5    | 25    |
| History . . . . .                        | 1       | 2  | 2   | 2  | 3  | 3  | 2   | 3    | 18    |
| Geography . . . . .                      | 2       | 2  | 2   | 2  | 2  | 1  | 1   | 0/2  | 13    |
| Biology . . . . .                        | 3       | 2  | —   | 2  | 2  | 2  | 2   | 2/0  | 14    |
| Chemistry . . . . .                      | —       | —  | —   | —  | 2  | —  | —   | —    | 2     |
| Physics . . . . .                        | —       | —  | 3   | 2  | —  | 2  | 2   | 3    | 12    |
| Mathematics . . . . .                    | 4       | 4  | 4   | 3  | 3  | 3  | 3   | 2    | 26    |
| Introduction to Philosophy . .           | —       | —  | —   | —  | —  | —  | 2   | 2    | 4     |
| Drawing . . . . .                        | 4       | 3  | 3   | —  | —  | —  | —   | —    | 10    |
| Handwriting . . . . .                    | 1       | —  | —   | —  | —  | —  | —   | —    | 1     |
| Shorthand . . . . .                      | —       | —  | —   | 2  | —  | —  | —   | —    | 2     |
| Handicrafts . . . . .                    | 2       | 2  | 2   | —  | —  | —  | —   | —    | 6     |
| Music . . . . .                          | 2       | 1  | 1   | —  | —  | —  | —   | —    | 4     |
| Physical Education <sup>18</sup> . . . . | 3       | 3  | 3   | 3  | 3  | 3  | 3   | 3    | 24    |
| 50 min.-Hours per week . . .             | 30      | 30 | 31  | 31 | 31 | 31 | 31  | 31   | 246   |

<sup>17</sup> Lehrplan des öst. Gymnasiums auf Grund des Mittelschulgesetzes vom 2. August 1927.

<sup>18</sup> One period each week is to be expanded into an afternoon out of doors when the weather permits.

1927 Law  
Course of Study for the Realgymnasium, Form A.<sup>19</sup>

| Subjects                                 | Classes |    |     |    |    |    |     |      | Total |
|--|---------|----|-----|----|----|----|-----|------|-------|
|  | I       | II | III | IV | V  | VI | VII | VIII |       |
| Religion . . . . .                       | 2       | 2  | 2   | 2  | 2  | 2  | 2   | 2    | 16    |
| German . . . . .                         | 6       | 4  | 4   | 4  | 4  | 4  | 4   | 4    | 34    |
| Latin . . . . .                          | —       | 5  | 5   | 5  | 5  | 4  | 4   | 4    | 32    |
| Modern Language . . . . .                | —       | —  | —   | —  | 5  | 5  | 3   | 4    | 17    |
| History . . . . .                        | 1       | 2  | 2   | 2  | 3  | 3  | 2   | 3    | 18    |
| Geography . . . . .                      | 2       | 2  | 2   | 2  | 2  | 1  | 1   | 0/2  | 13    |
| Biology . . . . .                        | 3       | 2  | —   | 2  | 2  | 2  | 2   | 2/0  | 14    |
| Chemistry . . . . .                      | —       | —  | —   | —  | 2  | 2  | —   | —    | 4     |
| Physics . . . . .                        | —       | —  | 3   | 2  | —  | 2  | 2   | 3    | 12    |
| Mathematics . . . . .                    | 4       | 4  | 4   | 5  | 3  | 3  | 3   | 2    | 28    |
| Drafting . . . . .                       | —       | —  | —   | —  | —  | —  | 3   | 2    | 5     |
| Introduction to Philosophy . .           | —       | —  | —   | —  | —  | —  | 2   | 2    | 4     |
| Drawing . . . . .                        | 4       | 3  | 3   | 2  | —  | —  | —   | —    | 12    |
| Handwriting . . . . .                    | 1       | —  | —   | —  | —  | —  | —   | —    | 1     |
| Shorthand . . . . .                      | —       | —  | —   | 2  | —  | —  | —   | —    | 2     |
| Handicrafts . . . . .                    | 2       | 2  | 2   | —  | —  | —  | —   | —    | 6     |
| Music . . . . .                          | 2       | 1  | 1   | —  | —  | —  | —   | —    | 4     |
| Physical Education <sup>20</sup> . . . . | 3       | 3  | 3   | 3  | 3  | 3  | 3   | 3    | 24    |
| 50 min.-Hours per week . . .             | 30      | 30 | 31  | 31 | 31 | 31 | 31  | 31   | 246   |

<sup>19</sup> Lehrplan der öst. Realgymnasien auf Grund des Mittelschulgesetzes vom 2. August 1927.

<sup>20</sup> One period each week is to be expanded into an afternoon out of doors when the weather permits.

# 1927 Law Course of Study for the Realschule.<sup>21</sup>

| Subjects                                | Classes |    |     |    |    |    |     |      | Total |
|---|---------|----|-----|----|----|----|-----|------|-------|
|   | I       | II | III | IV | V  | VI | VII | VIII |       |
| Religion . . . . .                      | 2       | 2  | 2   | 2  | 2  | 2  | 2   | 2    | 16    |
| German . . . . .                        | 6       | 4  | 4   | 4  | 4  | 3  | 3   | 3    | 31    |
| First Modern Language . . .             | —       | 5  | 5   | 5  | 3  | 3  | 3   | 2    | 26    |
| Second Modern Language . .              | —       | —  | —   | —  | 4  | 4  | 2   | 2    | 12    |
| History . . . . .                       | 1       | 2  | 2   | 2  | 2  | 2  | 2   | 3    | 16    |
| Geography . . . . .                     | 2       | 2  | 2   | 2  | 2  | 1  | 1   | 0 2  | 13    |
| Biology . . . . .                       | 3       | 2  | —   | 2  | 2  | 2  | 2   | 2 0  | 14    |
| Chemistry . . . . .                     | —       | —  | —   | —  | —  | —  | 3   | 2    | 5     |
| Physics . . . . .                       | —       | —  | 3   | 2  | —  | 2  | 3   | 3    | 13    |
| Mathematics . . . . .                   | 4       | 4  | 4   | 5  | 4  | 4  | 3   | 3    | 31    |
| Drafting . . . . .                      | —       | —  | —   | —  | 3  | 3  | 2   | 2    | 10    |
| Introduction to Philosophy . .          | —       | —  | —   | —  | —  | —  | —   | 3    | 3     |
| Drawing . . . . .                       | 4       | 3  | 3   | 2  | 2  | 2  | 2   | 1    | 19    |
| Handwriting . . . . .                   | 1       | —  | —   | —  | —  | —  | —   | —    | 1     |
| Shorthand . . . . .                     | —       | —  | —   | 2  | —  | —  | —   | —    | 2     |
| Handicrafts . . . . .                   | 2       | 2  | 2   | —  | —  | —  | —   | —    | 6     |
| Music . . . . .                         | 2       | 1  | 1   | —  | —  | —  | —   | —    | 4     |
| Physical Education <sup>2</sup> . . . . | 3       | 3  | 3   | 3  | 3  | 3  | 3   | 3    | 24    |
| 50 min.-Hours per week . . .            | 30      | 30 | 31  | 31 | 31 | 31 | 31  | 31   | 246   |

<sup>21</sup> Lehrplan der öst. Realschule auf Grund des Mittelschulgesetzes vom 2. August 1927.  
<sup>22</sup> One period each week is to be expanded into an afternoon out of doors when the weather permits.



### Concerning the Publisher.

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